

Curriculum
for
Master of Arts in Education
(Learning Outcome based CBCS Curriculum)



Department of Education
Aliah University
Park Circus Campus, 17, Gora Chand Road,
Kolkata-700014 (W.B.)

With effect from 2021-2022 session

Curriculum Structure for M.A. (Education)

SEMESTER – I

| Sl No. | Course Title | Course Code | Credits | Marks |
|--------------|--|-------------|------------|------------|
| 1 | Philosophical Foundation of Education | EDUPGCCT01 | 4 | 50 |
| 2 | Sociological Foundation of Education | EDUPGCCT02 | 4 | 50 |
| 3 | Psychological Foundation of Education - I | EDUPGCCT03 | 4 | 50 |
| 4 | History, Politics and Economics of Education | EDUPGCCT04 | 4 | 50 |
| 5 | Methodology of Educational Research - I | EDUPGCCT05 | 4 | 50 |
| 6 | Elementary Arabic and Islamic Studies | PGAUC01 | Non-Credit | 50 |
| Total | | | 20 | 250 |

SEMESTER – II

| Sl No. | Course Title | Course Code | Credits | Marks |
|--------------|--|-------------|------------|------------|
| 1 | Teacher Education | EDUPGCCT06 | 4 | 50 |
| 2 | Psychological Foundation of Education - II | EDUPGCCT07 | 4 | 50 |
| 3 | Methodology of Educational Research - II | EDUPGCCT08 | 4 | 50 |
| 4 | Educational Technology | EDUPGCCT09 | 4 | 50 |
| 5 | Pedagogy, Andragogy and Assessment | EDUPGCCT10 | 4 | 50 |
| 6 | Human Rights & Value Education | PGAEC01 | Non-Credit | 50 |
| Total | | | 20 | 250 |

SEMESTER – III

| Sl No. | Course Title | Course Code | Credits | Marks |
|---|---|-------------|-----------|------------|
| 1 | Inclusive Education | EDUPGCCT11 | 4 | 50 |
| 2 | Curriculum Studies | EDUPGCCT12 | 4 | 50 |
| 3 | Any one from the following: a) Guidance and Counselling in Education b) Open and Distance Learning | EDUPGDET01 | 4 | 50 |
| 4 | Any one from the following: a) Education and Mental Health b) Yoga and Health Education | EDUPGDET02 | 4 | 50 |
| 5 | Fundamentals of Education (For students of other departments) | EDUPGGEC01 | 4 | 50 |
| Total | | | 20 | 250 |
| Note: Project / Dissertation (EDUPGPRJ01) work will be allotted to the students in Semester – III. | | | | |

SEMESTER – IV

| Sl No. | Course Title | Course Code | Credits | Marks |
|--------------|---|-------------|-----------|------------|
| 1 | Educational Management | EDUPGCCT13 | 4 | 50 |
| 2 | Any one from the following: a) Environmental and Population Education b) Peace Education | EDUPGDET03 | 4 | 50 |
| 3 | Any one from the following: a) Policy and Planning in Education b) Comparative Education | EDUPGDET04 | 4 | 50 |
| 4 | Fundamentals of Teaching and Research (For students of other departments) | EDUPGGEC02 | 4 | 50 |
| 5 | Project/Dissertation | EDUPGPRJ01 | 4 | 50 |
| Total | | | 20 | 250 |

Post Graduate Programme : Two-Year Master (4-Semester) of Arts in Education

The Two-year Master of Arts in Education curriculum based on Learning Outcome & Choice Based Credit System has been developed as per the regulations of Aliah University and comes to effect from 2021-2022 session.

Medium of instructions: English

Eligibility: Candidates must have secured minimum 50% marks in B.A. (Hons/Major) in Education or its Equivalent or B.Ed. with 50% marks.

Course Summary:

| Semester wise no. of courses | Core Course Theory (CCT) - 4 Credit each | Department Specific Elective Course Theory (DET) - 4 Credit each | Generic Elective Course (GEC) - 4 Credit each | Project/ Dissertation & Presentation (EDUPGPRJ01) - 4 Credit each | Aliah University Compulsory Course (AUC)-Non Credit | Ability Enhancement Compulsory Course (AEC)-Non Credit |
|------------------------------|--|--|---|---|---|--|
| Semester –I | 5 | - | - | - | 1 | - |
| Semester –II | 5 | - | - | - | - | 1 |
| Semester –III | 2 | 2 | 1 | - | - | - |
| Semester –IV | 1 | 2 | 1 | 1 | - | - |
| Total | 13 | 4 | 2 | 1 | 1 | 1 |

Programme Learning Outcomes (PLOs)

After the completion of the course, the students will be able to

PLO-1: Develop knowledge and familiarity with different concepts, theories, thoughts and practices of Educational Philosophy, Educational Psychology, Educational Sociology and Educational Research.

PLO-2: Understand concept of Curriculum, Instruction, Leadership, Management, Educational Psychology and Educational Sociology.

PLO-3: Realize the Modern values, Constitutional values, National ethos & Culture and values related to other contemporary Educational Perspectives.

PLO-4: Assimilate Theoretical and Practical aspects of Educational issues through various activities.

PLO-5: Improve the necessary skills to provide effective classroom environment.

PLO-6: Orient themselves on the modern trends of Educational Technology, Teacher Education, Methods of Educational Research and their applicability.

PLO-7: Illustrate on specialized areas in Education such as Guidance and Counseling, Open and Distance Learning, Education and Mental Health, Yoga and Health Education, Environmental and Population Education, Comparative Education, Policy and Planning in Education and Peace Education.

PLO-8: Develop analytical and critical thinking on basic problems related to educational practices, issues and research.

PLO-9: Find linkages and relationships among different aspects of educational concepts theories, principles, models, and practices.

PLO-10: Apply thoughts to support facts, observations, arguments, empirical evidences, assumptions, evaluative practices, educational policies and other aspects of Education.

Scope of Employability

After the completion of M.A (Education) programme, the Students will have the scope to get employment-

SE-1: In Higher Secondary Schools/Madrasahs as Assistant Teacher in Education provided they completed B.Ed. Course.

SE-2: In Colleges/ Universities/Teacher Training Institutions as Assistant Professor in Education provided they qualified in NET/SET / awarded PhD.

SE-3: In any Govt. Clerical job after passing the PSC/ SSC (Staff Selection Commission)/WBCS/BSRB/RRB etc.

SE-4: In WBES as Education officer, School Sub-Inspector, promotional District Inspector of Schools etc.

SE-5: In the Private Sector jobs including private schools and private colleges.

Course Mapping

| | Course Code | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 | PLO9 | PLO10 |
|----------------|-------------------|------|------|------|------|------|------|------|------|------|-------|
| Semester - I | EDUPGCCT01 | ✓ | ✓ | | | | | | | ✓ | |
| | EDUPGCCT02 | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | |
| | EDUPGCCT03 | ✓ | ✓ | | ✓ | | | ✓ | | ✓ | |
| | EDUPGCCT04 | ✓ | ✓ | | | | | | ✓ | ✓ | |
| | EDUPGCCT05 | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| Semester - II | EDUPGCCT06 | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | |
| | EDUPGCCT07 | ✓ | ✓ | | ✓ | ✓ | | | ✓ | | |
| | EDUPGCCT08 | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | ✓ |
| | EDUPGCCT09 | ✓ | ✓ | | | | ✓ | ✓ | ✓ | | ✓ |
| | EDUPGCCT10 | ✓ | ✓ | | | ✓ | | | ✓ | | |
| Semester - III | EDUPGCCT11 | ✓ | ✓ | | ✓ | | | | ✓ | | ✓ |
| | EDUPGCCT12 | ✓ | ✓ | | | | | | ✓ | | |
| | EDUPGDET 01(a) | ✓ | ✓ | | | ✓ | | | | | |
| | EDUPGDET01(b) | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ |
| | EDUPGDET 02(a) | ✓ | ✓ | | | | | | | | |
| | EDUPGDET02(b) | ✓ | ✓ | | | | | ✓ | ✓ | | |
| Semester - IV | EDUPGCCT13 | ✓ | ✓ | | | ✓ | | | ✓ | | ✓ |
| | EDUPGDET03(a) | ✓ | ✓ | ✓ | | | | | ✓ | | |
| | EDUPGDET03(b) | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | ✓ |
| | EDUPGDET04(a) | ✓ | ✓ | | | | | | ✓ | | |
| | EDUPGDET04(b) | ✓ | ✓ | | | | ✓ | ✓ | ✓ | | |
| | EDUPGDEC02 | ✓ | ✓ | ✓ | | | | ✓ | | | ✓ |
| | EDUPGPRJ01 | | ✓ | ✓ | ✓ | | | | ✓ | | ✓ |

Curriculum Content

SEMESTER – I

| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|---|--------|---------------------|------------|--------|-------------------------|
| EDUPGCCT01 | Philosophical Foundation of Education | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1: Understand the contributions of Philosophy in the discipline of Education.</p> <p>CLO-2: Decipher the contributions of different schools of Indian Philosophy in the field of education.</p> <p>CLO-3: Understand the impact of Western School of Philosophy on Indian Education.</p> <p>CLO-4: Acquaint themselves with the contributions of some Indian and Western Educational thinkers.</p> <p>CLO-5: Critically analyze the modern concepts of philosophy in education.</p> <p>CLO-6: Recognize the doctrines of Perennialism, Essentialism, Progressivism and Reconstructionism.</p> | | | | | |
| Unit I | <p>Education and Philosophy</p> <ul style="list-style-type: none"> • Concept and definition of Education and Philosophy • Meaning, Nature and Scope of Educational Philosophy • Relationship between Education and Philosophy • Aspects of philosophy: Epistemology, Metaphysics, and Axiology • Nature of Indian Philosophy | | | | | 16 |
| Unit II | <p>Indian Schools of Philosophy and Education</p> <ul style="list-style-type: none"> • Orthodox Schools: Samkhya, Yoga, Nyaya, Vaisesika, Mimansha and Vedanta • Heterodox Schools: Buddhism, Jainism and Charvaka Islamic Traditions (With special reference to Knowledge, Reality and Values and their Educational implications) | | | | | 14 |
| Unit III | Western Schools Philosophy and Education | | | | | 16 |

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| | <ul style="list-style-type: none"> • Idealism, Naturalism, Realism, Humanism, Pragmatism, Marxism, Existentialism (With special reference to the concepts of Metaphysics, Epistemology, and Axiology; their educational implications for aims, contents and methods of teaching) | |
| Unit IV | Educational Contributions of Western Philosophers | 12 |
| | <ul style="list-style-type: none"> • Paulo Freire, Plato, Froebel • Nell Nodding, Wollstonecraft, J. J. Rousseau • J. Dewey, Bertrand Russell and A. N. Whitehead | |
| Unit V | Educational Contributions of Indian philosophers | 14 |
| | <ul style="list-style-type: none"> • Swami Vivekananda, Vidyasagar, Rabindranath Tagore, • Mahatma Gandhi, Aurobindo Ghosh Dayananda Saraswati, J.Krishnamurthy, Savitribai Phule, Sir Syed Ahmed Khan • Maulana Abul Kalam Azad | |
| Unit VI | Modern Concept of Philosophy | 8 |
| | <ul style="list-style-type: none"> • Logical analysis; logical positivism and positive relativism with respect to their educational implications. • Contemporary theory in education: Perennialism, Essentialism, Progressivism and Reconstructionism with special reference of knowledge, reality, values and their educational implication. | |
| Internal Assessment | Term Paper/Seminar presentation | |
| Suggested Readings | <ul style="list-style-type: none"> • Agrwal, J.C. (2010). Teacher and education in a developing society. Delhi: Vikash PublishingHouse. • Arulsarmy, S. (2011). Philosophical and sociological perspectives on education. New Delhi:Neelkamal Publication Pvt. Ltd. • Ayer, A.J. (1959). Logical positivism. New York: The Free Press. • Bhatia,K.K.(2011). Philosophical and sociological foundation of education. New Delhi: KalyaniPublishers. • Brubacher, J.S. (1939). Modern philosophies of education. New York, USA: McGraw. • Butler,J.D. (1959). Four philosophies and their practices in education and religion. New York:Harper. • Chaube, S.P. & Chaube, A. (2009). Foundation of education. New Delhi: Vikash Publishing HousePvt.Ltd. • Kneller,G. F. (1971). Introduction to philosophy of education. | |

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| | <p>New York, USA: Macmillan.</p> <ul style="list-style-type: none"> Masih, Y. (2017). A critical history of western philosophy. New Delhi: Motilal | |
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| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|--------|---------------------|------------|--------|-------------------------|
| EDUPGCCT02 | Sociological Foundation of Education | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1: Comprehend the relationship between Sociology and Education.</p> <p>CLO-2: Recognize the relevance of Educational Sociology as forming ground of the discipline ‘Education’.</p> <p>CLO-3: Understand how social change is related to education.</p> <p>CLO-4: Acquaint them with the concept called culture and its relationship with education.</p> <p>CLO-5 Acquaint them with national values enshrined in our constitution.</p> <p>CLO-6 Understand how education can uplift the status of backward community.</p> | | | | | |
| Unit I | <p>Education and Sociology</p> <ul style="list-style-type: none"> Meaning and nature of sociology, Educational Sociology and Sociology of education. Relationship of sociology and Education. Education as a process of socialization. Education as a process of social subsystem: special characteristics. | | | | | 16 |
| Unit II | <p>Approach to Sociology of Education</p> <ul style="list-style-type: none"> Approach to sociology of Education: (Symbolic Interaction, Structural Functionalism and Conflict Theory.) Concept and types of social Institutions and their functions (family, school and society, mass-media) Concept of Social Movements, Theories of Social Movements: Relative Deprivation, Resource Mobilization, Political process and Neo-social movement theory | | | | | 14 |

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| Unit III | Social Change and Its Theories | 16 |
| | <ul style="list-style-type: none"> • Meaning and concept of Social change • Concept of Urbanization, Modernization, Westernization and Sanskritization with special reference to Indian society and its educational implications • Factors affecting social change; Constraints of social change – caste, ethnicity, class, language, religion, regionalism • Theories of Social change (Marxian theory and Sorokin’s view) • Social Mobility: Meaning, Kinds, Role of education in social mobility. | |
| Unit IV | Social Stratification | 12 |
| | <ul style="list-style-type: none"> • Concept of social stratification; Education and social equity; Equality of educational opportunity • Social group –Meaning, Types, inter-group relationship; group dynamic and Socio- metric study in formal groups. | |
| Unit V | Culture, Values and Constitutional Provision | 14 |
| | <ul style="list-style-type: none"> • Meaning and nature of culture, role of education in cultural context, cultural determinants of Education, cultural change & cultural lag. • Values - Concepts, Nature & Classification; Need for inculcation of values. Indian traditional thought on value education • National Values as enshrined in the Indian Constitution – Socialism, Secularism, justice, liberty, democracy, equality, freedom with Special reference to education. | |
| Unit VI | Backward Community and Social Problems | 8 |
| | <ul style="list-style-type: none"> • Education of the socially and economically disadvantaged sections of the Indian Society with special reference to Minority, Scheduled Caste & Scheduled Tribes, Women and Rural Population • Drug Abuse and Drug Addiction. • Child Abuse and Child Labour | |

| Internal Assessment | Term Paper/Seminar presentation | |
|----------------------------|---|--|
| Suggested Readings | <ul style="list-style-type: none"> • Anand, C. L. et. al. (1983). The Teacher and Education in Emerging Indian society, NCERT, New Delhi. • Bhattacharya and Srinivasan. (1962). Society and Education. Calcutta: Academic Publishers • Abraham, M.F. (1997). <i>Modern Sociological Theory- An Introduction</i>. Oxford • Bhaatacharya, D (2013): Siksha O Samajttwa, New Delhi: Pearson • Bhattacharya, D.C (2010): Sociology, Kolkata: Vijoya Publishing House. • Chakraborty, S (2010): siksharSomajbaiganikVitti, Kolkata: Soma Book Agency • Chattopadhyay, M.K & Chakraborty, K (2018): SiksharSamajtattikBhitti, Kolkata: Rita Publication • Dewey, J. (1916): <i>Democracy and Education</i>, The Macmillan Company, New Delhi. • Ravi, S(2017): Philosophical & Sociological Foundations of Education, New Delhi: PHI Learning Pvt. Ltd. • Sadovnik, A.R. (2007). Theory and Research in Sociology of Education. In adovnik, • Saiyadain, K.G. Education and social order. Bombay: Asia Publishing House. • Saxena, S.(2001) Philosophical and Sociological Foundations of Education. Meerut: Surya. Publications. • Sharma, Y.S. (2004). Foundations in Sociology of Education, New Delhi: anishka Pub.Distributors. • Singh, B.N.(2005) Education: Social Change and Economic Development, Jaipur: RBSA • Sodhi, T.S.&Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication. | |

| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|--------|---------------------|------------|--------|-------------------------|
| EDUPGCCT03 | Psychological Foundation of Education-I | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1: Acquaint with the contributions of different schools of psychology to education.</p> <p>CLO-2: Understand the nature of various processes of growth and development in order to develop educational programmes.</p> <p>CLO-3: Explain theories of learning and transfer of learning.</p> <p>CLO-4: Develop motivation in relation to learning.</p> <p>CLO-5: Adjust themselves in challenging situations.</p> <p>CLO-6: Illustrate the concept of stress and anxiety, and its management.</p> | | | | | |
| Unit I | Schools of Psychology | | | | | 16 |
| | <ul style="list-style-type: none"> Behaviorism, Gestalt, Psychoanalysis, Humanistic, and Cognitive: their basic concepts and educational contributions | | | | | |
| Unit II | Growth, Development and Individual differences | | | | | 14 |
| | <ul style="list-style-type: none"> Growth & Development: Concept and Principles Cognitive Processes and stages of Cognitive Development Moral development (Kohlberg's theory), Psycho-social development (Erikson's theory) Stages of Language Development Individual differences: – Concept & Types Role of heredity, environment and culture Implications of individual differences for organizing educational programmes | | | | | |
| Unit III | Mental health and Mental hygiene | | | | | 16 |
| | <ul style="list-style-type: none"> Mental health and mental hygiene: meaning, nature and need. Anxiety, Conflict and Stress and their management. Adjustment mechanism | | | | | |

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| Unit IV | Motivation | 12 |
| | <ul style="list-style-type: none"> • Motivation- Extrinsic and Intrinsic Motivation • Theories of Motivation- Maslow, Weiner and McClelland. • Factors affecting Motivation in Learning-Self Efficacy, Locus of Control, Anxiety, Curiosity, level of aspiration, achievement etc. | |
| Unit V | Learning | 14 |
| | <ul style="list-style-type: none"> • Learning: Concept, Nature & Types, • Influencing Factors – Attention & Interest, Maturation and Motivation, Remembering & Forgetting. • Information Processing Model • Transfer of Learning- Meaning and nature, • Theories of Transfer of Learning. | |
| Unit VI | Creativity | 8 |
| | <ul style="list-style-type: none"> • Creativity: Concept and nature • Identification of creative person. Nurturing creativity. • Relationship between Intelligence and Creativity. • Measurement of creativity | |
| Internal Assessment | Term Paper/Seminar presentation | |
| Suggested Readings | <ul style="list-style-type: none"> • Aggarwal, J.C. (1995). <i>Essentials of Educational Psychology</i>, Vikash Publishing House Private Limited. New Delhi. • Anastasi, A.& S.Urbina. <i>Psychological Testing</i> (4th Ed.) (2004). Pearson Education. • Baron, R.A. and Byrne, D.(1995) <i>Social Psychology</i>, New Delhi. Prentice Hall of India Pvt. Ltd. • Bigge,L.Morris.(1982): <i>Learning Theories for Teachers</i>, Harper and Row Publishers, New York. • Bower, G.H. and Hilgard, R.R.(1986), <i>Theories of Learning</i>, (5th ed.), Prentice Hall, New Delhi. • Chauhan, S.S.(1996). <i>Advanced Educational Psychology</i>, New Delhi, Vikas Publishing Pvt. Ltd. • Cooper,C. <i>Intelligence and Abilities</i>. Routledge. London and New York.(1999) • Cotton, Julie.(1995): <i>The Theory of Learning: An Introduction</i>, Kogan Page Limited, London. • Cropley, A.J.<i>Creativity in Education and learning</i>. Kogan Page, U.K.(2001). | |

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| | <ul style="list-style-type: none"> • Friedman, H.S. and Schustack, M.W.(2003) <i>Personality Classic Theories and Modern Research</i>, Pearson Education. 2nd Ed. • Goodenough, F.L.(1949) <i>Mental Testing: its history, Principles and applications</i>. N.Y.Rinehart. • Gregory, R.J. <i>Psychological Testing- History, Principles, and Applications</i> (4th Edition). Pearson Education,(2005). • Gulati, S.(Edited). <i>Education for Creativity</i>. NCERT.(1995). • Hall, C.S and Lindzey, G.(1985). <i>Theories of Personality</i>. Wiley Eastern Ltd. 3rd Ed. • Mangal, S.K. <i>Advanced Educational Psychology</i>. Prentice-Hall of India Pvt. Ltd, New Delhi(2000) • Morgan .T.C. et al. <i>Introduction to Psychology</i> (7th Edition). Tata McGraw Hill Publishing Corp Ltd. New Delhi,(2003). • Murray, H.A.(1962). <i>Explorations in personality</i>. N.Y.Science Editions. • Phares, E.J.(1991) <i>Introduction to personality</i>. Harper Cllins. N.Y. 3ed Ed. • Santrock, J. <i>Educational Psychology</i>. McGraw Hill Higher Education. 5th Ed.(2010) • Torrance, E.P. <i>Encouraging Creativity in the Classroom</i>. W.M.C. Brown Co. Publishers, IOWA, USA.(1972). • Woolfolk,A. <i>Educational Psychology</i>(Ninth Edition). Pearson Education, (2004) | |
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| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|--------------------------|---|--------|---------------------|------------|--------|-------------------------|
| EDUPGCCT04 | History, Politics & Economics of Education | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1: Recall the historical perspectives of Education.</p> <p>CLO-2: Analyze different committees and commissions constituted for betterment of education.</p> <p>CLO-3: Establish the relationship between politics and education.</p> <p>CLO-4: Relate economics with education.</p> <p>CLO-5: Recognize the importance of Education in Human Development Index.</p> <p>CLO-6: Critically analyse the relationship between Policies and Education.</p> | | | | | |

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| Unit I | Historical Perspectives of Education | 16 |
| | <ul style="list-style-type: none"> • A Comparative Study of Brahmanic, Buddhist, Jain and Islamic Educational System- Aims and Objectives, Curriculum, Method of teaching, Teacher pupil relationship, Discipline • Synoptic Review of the British Period of Education: Macaulay's Minute and Bentinck's Educational Resolution, Wood's Despatch, Sadler Commission, Sergeant Plan, National Education Movement | |
| Unit II | Commissions , Committees and Policies | 14 |
| | <ul style="list-style-type: none"> • University Education Commission (1948-49), Secondary Education Commission (1952-1953) • Kothari Education Commission (1964-66), National Policy of Education (1986,1992) • National Commission on Teachers (1999), National Curriculum Framework 2005 • National Knowledge Commission (2007), Yashpal Committee Report (2009) • National Curriculum Framework for Teacher Education (2009), • Justice Verma Committee Report (2012), National Education Policy, 2020. | |
| Unit III | Relationship between Policies and Education | 16 |
| | <ul style="list-style-type: none"> • Linkage between Educational Policy and National Development, • Determinants of Educational Policy • Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles | |
| Unit IV | Politics of Education | 12 |
| | <ul style="list-style-type: none"> • Relationship between Politics and Education • Perspectives of politics of education Liberal, Conservative and Critical, • Approaches to understanding Politics (Behaviourism ,Theory of Systems Analysis and Theory of Rational Choice) • Education for Political Development and Political Socialization | |
| Unit V | Economics of Education | 14 |
| | <ul style="list-style-type: none"> • Concept of Economics of Education | |

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| | <ul style="list-style-type: none"> • Cost Benefit Analysis Vs Cost Effective Analysis in Education • Economic returns to Higher Education: Signaling Theory Vs Human Capital Theory • Education and Human Development Index (HDI) | |
| Unit VI | Educational Finance | 8 |
| | <ul style="list-style-type: none"> • Educational Finance at Micro and Macro level • Institutional Budgeting- nature and importance • Public finance in Education- concept, evaluation and Importance | |
| Internal Assessment | Term Paper/ Seminar presentation | |
| Suggested Readings | <ul style="list-style-type: none"> • Ministry of Human Resource Development. National Policy on Education (PoA-1992). New Delhi: Government of India. • NCF (2005). National Curriculum Framework. New Delhi: NCERT. • Narulla, S. & Naik, J. P. (1964). Student History of Education in India. McMillian & Co., of India Pvt. Ltd. • National Policy and Education. (1986). MHRD. New Delhi: Govt. of India. • Schultz, T. W. (1972). Investment in Education. London: The University of Chicago Press | |

| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|--------|---------------------|------------|--------|-------------------------|
| EDUPGCCT05 | Methodology of Educational Research - I | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1: Comprehend the nature and process of research in education.</p> <p>CLO-2: Acquaint with different types of research in education.</p> <p>CLO-3: Identify research-worthy problem.</p> <p>CLO-4: Acquaint with different tools and techniques for educational research.</p> <p>CLO-5: Explain the meaning and nature of variables.</p> <p>CLO-6: Identify the types of hypotheses.</p> <p>CLO-7: Distinguish between quantitative and qualitative research.</p> | | | | | |

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| Unit I | Meaning, Nature, and scope of Educational Research | 16 |
| | <ul style="list-style-type: none"> • Meaning and steps of Scientific Method • Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony) • Types of Scientific Method (Exploratory, Explanatory and Descriptive) • Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction. • Educational Research – Meaning and nature. Identification of research worthy problem. | |
| Unit II | Types and Strategies of Educational Research | 14 |
| | <ul style="list-style-type: none"> • Fundamental, Applied and Action. • Quantitative , Qualitative and Mixed. • Longitudinal and Cross-sectional • Research design- meaning and nature • Strategies of Educational Research- Historical, Descriptive and Experimental and their importance | |
| Unit III | Tools and Techniques for Educational Research | 8 |
| | <ul style="list-style-type: none"> • Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory) • Techniques of Research (Observation, Focused Group Discussion, Interview and Projective Techniques) | |
| Unit IV | Variables and Hypothesis | 12 |
| | <ul style="list-style-type: none"> • Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator) • Hypotheses - Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a good hypothesis • Concept of Null hypothesis, testing of null hypothesis, types of Error-Type I and Type II, levels of significance, Tests of significance, Directional (one tailed) and non-directional (two tailed) tests | |
| Unit V | Quantitative Research Design | 14 |
| | <ul style="list-style-type: none"> • Descriptive Method: Definition, purpose and process; Types of descriptive studies | |

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| | <ul style="list-style-type: none"> • Experimental Method: Nature of experimental research; Variables in experimental research -independent, dependent and extraneous; Experimental designs; Internal and external validity of experimental designs • Causal comparative Method: Definition and purpose; Design and procedure; Data analysis and interpretation • Co-relational Method: The basic co-relational research process; Relationship studies; Prediction studies | |
| Unit VI | Qualitative and Mixed Research Design | 16 |
| | <ul style="list-style-type: none"> • Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT) • Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses) • Phenomenology and Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses) • Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design) • Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research | |
| Internal Assessment | Term Paper/ Seminar presentation | |
| Suggested Readings | <ul style="list-style-type: none"> • Creswell,J.W.-Educational Research- planning, conducting, and evaluating Quantitative and Qualitative approach. PHI. • Cohen,L.,Manion,L.& Morrison,K.-Research Methods in Education.Routledge. • Johnson,B.&Christensen,L.-Educational Research-quantitative, qualitative & mixed approaches. Sage. • Kerlinger, F. N. – Foundations of behavioural research. Surajit Publication • Mohsin, S. M. – Research methods in behavioural science. Orient Longman. • Best and Kahn – Research in education. PHI • Koul, L.–Methodology of educational research. Vikas Publishing House Pvt. Ltd. | |

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| | <ul style="list-style-type: none"> • Guilford, J. P. – Fundamental statistics in psychology and education. • Guilford, J. P. – Psychometric methods. • Anastasi, A. – Psychological Testing. Pearson Education. • Freeman- Psychological Testing. • Ferguson, G. A. – Statistical Analysis in Psychology and Education. • Nunnally, J. C. – Educational measurement and evaluation. • Siegal, S. – Nonparametric statistics for the behavioural sciences. • Van Dalen, D. B. – Understanding Educational Research: an introduction. • Dooley,D- Social Research Method: Prentice Hall of India Pvt. Ltd. • Neuman,W.L. – Social Research Method – Qualitative and quantitative approaches, Pearson Education. • Ahuja,R. – Research Methods, Rauat Publication, Jaipur and New Delhi. • Kothari,C.R.–Research Methodology–method and techniques. Wishwa Prakashan, New Delhi. • Sukhia,S.P., Mehrotra,P.V. & Mehrotra,R.N.- Elements of Educational Research. Allied Publishers Ltd. | |
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| Course Code | Course Title | Students will follow the common syllabus for all departments prepared by the University for |
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| PGAUC01 | Elementary Arabic and Islamic Studies) | PGAUC01 (Elementary Arabic and Islamic Studies) as Aliah University Compulsory Course (Non-Credit) |

SEMESTER - II

| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|-----------|---------------------|------------|----------|-------------------------|
| EDUPGCCT06 | Teacher Education | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1: Explain the meaning, scope, objectives of teacher education and its development in India.</p> <p>CLO-2: Describe the different agencies of teacher education in India and their roles and functions.</p> <p>CLO-3: Use different models of Teacher Education.</p> <p>CLO-4: Explain In-service Teacher Education Programme.</p> <p>CLO-5: Provide wide explanation on Teaching.</p> <p>CLO-6: Identify the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.</p> | | | | | |
| Unit I | Introduction to Teacher Education | | | | | 8 |
| | <ul style="list-style-type: none"> • Meaning, Nature and Scope of Teacher Education • Roles and functions of School Teachers | | | | | |
| Unit II | Models of Teacher Education | | | | | 16 |
| | <ul style="list-style-type: none"> • Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas • Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching • Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Model | | | | | |
| Unit III | Development of Teacher Education in India | | | | | 8 |
| | <ul style="list-style-type: none"> • Teacher Education in Pre -Independent India: brief outlook of Vedic period, Medieval period and Modern Period (upto 1947) • Teacher Education in Post -Independent India: recommendations of University Education Commission, Secondary Education Commission, Education Commission, National Commission on Teachers (1983), NPE 1986, POA - 1992, Yash Pal Committee (1993) Justice verma Committee (2012) NEP - 2020 | | | | | |
| Unit IV | Pre-service Teacher Education | | | | | 14 |

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| | <ul style="list-style-type: none"> Needs, objectives and scope of Pre-service Teacher Education The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels Organization of Components of Pre-service Teacher Education, Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning | |
| Unit V | In-service Teacher Education | 18 |
| | <ul style="list-style-type: none"> Concept, Need, Purpose and Scope of In-service Teacher Education Organization and Modes of In-service Teacher Education Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC) Preliminary Consideration in planning in-service teacher education programme (Purpose, Duration, Resources and Budget) Orientation and Refresher Courses: ARPIT, FIP, FDP, STC, Workshop | |
| Unit VI | Teaching as a Profession | 16 |
| | <ul style="list-style-type: none"> Concept of Profession and Professionalism Teaching as a Profession and Professional Ethics of Teachers Personal and Contextual factors affecting Teacher Development ICT Integration and Quality Enhancement for Professionalization of Teacher Education Innovation in Teacher Education | |
| Internal Assessment | Term Paper/ Seminar presentation | |
| Suggested Readings | <ul style="list-style-type: none"> Korthagen, Fred A.J.et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates. Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press. Linda Darling Hammond & John Bransford (ed.) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco. Loughran, John (2006): Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching. Rutledge: New York. Mangala, Sheela (2000). Teacher Education: Trends & | |

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| | <p>Strategies, Radha Publishing, New Delhi.</p> <ul style="list-style-type: none"> • Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA. • Millman, J., (1988) Handbook of Teacher Education, Boverly Hills, Sage Publishing. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi. • Mohammad Miyan (2004). Professionalization of Teacher Education. Mittal Publications. New Delhi. • NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi. • Oberoi, M.K. (1955) Professional competencies in Higher Education, UGC Publication, New Delhi. | |
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| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|---|--------|---------------------|------------|--------|-------------------------|
| EDUPGCCT07 | Psychological Foundation of Education - II | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1: Describe the meaning and nature of higher mental processes and their measurement.</p> <p>CLO-2: Explain the nature of learning and constructivism on the basis of different theoretical perspectives.</p> <p>CLO-3: Describe the nature of personality and individual differences, and their educational importance.</p> <p>CLO-4: Define the concept of intelligence and its theories.</p> <p>CLO-5: Use the Problem Solving method.</p> <p>CLO-6: Recognise the nature and theories of learning.</p> <p>CLO-6: Explain the concepts and different personality theories.</p> | | | | | |
| Unit I | <p>Intelligence</p> <ul style="list-style-type: none"> • Intelligence: Concepts • Social Intelligence • Multiple Intelligence • Emotional intelligence | | | | | 12 |

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| Unit II | Theories of Intelligence | 12 |
| | <ul style="list-style-type: none"> • Intelligence Theory : Sternberg • Intelligence Theory : Gardner • Assessment of Intelligence | |
| Unit III | Learning theories | 14 |
| | <ul style="list-style-type: none"> • Cognitive theories (Tolman, Lewin, Bruner) • Social theories of learning (Bandura) • Constructivist learning (Vygotsky and Piaget) • Factors affecting social learning • Concept of social cognition, social competence | |
| Unit IV | Personality | 14 |
| | <ul style="list-style-type: none"> • Meaning, Nature of Personality • Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka) • Measurement of personality | |
| Unit V | Problem Solving | 12 |
| | <ul style="list-style-type: none"> • Concepts of Problem Solving • Critical Thinking • Metacognition | |
| Unit VI | Guidance and Counselling | 16 |
| | <ul style="list-style-type: none"> • Nature, Principles and Need • Types of guidance (educational, vocational, personal, health and social) • Types of counseling: (Directive, Non-directive and Eclectic) • Approaches to counselling : Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centred Counselling (Carl Rogers) • Theories of Counselling (Behaviouristic, Rational, Emotive and Reality) | |
| Internal Assessment | Term Paper/ Seminar presentation | |
| Suggested Readings | <ul style="list-style-type: none"> • Aggarwal, J.C. (1995). Essentials of Educational Psychology, Vikash Publishing House Private Limited. New Delhi. • Anastasi, A.& S.Urbina. Psychological Testing (4th Ed.) (2004). Pearson Education. • Baron, R.A. and Byrne, D.(1995) Social Psychology, New Delhi. | |

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| | <p>Prentice Hall of India Pvt. Ltd.</p> <ul style="list-style-type: none"> • Bigge,L.Morris.(1982): Learning Theories for Teachers, Harper and Row Publishers, New York. • Bower, G.H. and Hilgard, R.R.(1986), Theories of Learning, (5th ed.), Prentice Hall, New Delhi. • Chauhan, S.S.(1996). Advanced Educational Psychology, New Delhi, Vikas Publishing Pvt. Ltd. • Cooper,C.(1999). Intelligence and Abolities. Routledge. London and New York. • Cotton, Julie.(1995): The Theory of Learning: An Introduction, Kogan Page Limited, London. • Cropley, A.J.Creativity in Education and learning. Kogan Page, U.K.(2001). • Woolfolk,A. Educational Psychology(Ninth Edition). Pearson Education, (2004). | |
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| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|---|-----------|---------------------|------------|----------|-------------------------|
| EDUPGCCT08 | Methodology of Educational Research - II | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1 Define data, sample, and population. CLO-2 Illustrate different Scales of Measurement. CLO-3 Elucidate the characteristics of Normal Probability Curve CLO-4 Acquaint with the descriptive and inferential statistical techniques in educational research. CLO-5 Compute some basic statistics like mean, median, mode, SD CLO-6 Represent data graphically. CLO-7 Discuss steps involved in writing research proposal CLO-8 Recognize steps to standardize a Research Tool CLO-9 Estimate coefficient of correlation, regression and prediction. CLO-10 Write a research proposal. CLO-11 Compose a research report. CLO-12 Apply their knowledge of data analysis packages in research</p> | | | | | |
| Unit I | Data, Sample and Normal Probability Curve | | | | | |
| | <ul style="list-style-type: none"> • Concept of Data, Population and Sample, Characteristics of a good Sample. | | | | | 12 |

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| | <ul style="list-style-type: none"> • Techniques of Sampling (Probability and Non-probability Sampling) • Scales of Measurement: concept and characteristics (Nominal, Ordinal, Interval and Ratio) • Normal Probability Curve, Skewness & Kurtosis – Concept, Characteristics & Uses, Central Limit theorem • Causes of non-normality. Standard scores: meaning, types, and uses. | |
| Unit II | Descriptive Statistics | 14 |
| | <ul style="list-style-type: none"> • Meaning, nature, scope and use of Descriptive Statistics in Education • Organizing Data: Classification, Tabulation, Graphical Presentation of Data (Histogram, Polygon, Bar graph, O-give, Pie chart) • Summarizing Data: Measures of Central Tendency, variability, fiduciary limits, and dispersion | |
| Unit III | Inferential Statistics | 18 |
| | <ul style="list-style-type: none"> • Sampling distribution of Statistics: Parameter, statistics, sampling distributions, sampling error and standard error of statistics, degrees of freedom, confidence limits and confidence intervals • Parametric testing: t –test, ANOVA, F-test (one way), Critical Ratio test (CR test) • Non-Parametric testing: Chi Square test, Median test, Sign test • Correlation: Co-efficient of correlation, Product moment, Rank Difference, Partial, Multiple, Biserial, Point biserial. • Regression and Prediction: concepts, types, methods for estimation of Linear Regression and Prediction (one / two predictor), Regression Equation and its uses in Educational Research, Multiple Regression (concept and uses) | |
| Unit IV | Computer in Data Analysis | 14 |
| | <ul style="list-style-type: none"> • Quantitative Analysis Packages: Basic concepts of SPSS (Statistical Package for the Social Sciences), SAS (Statistical Analysis System) • Qualitative Analysis Packages: Basic concepts of NVivo qualitative data analysis, NUDIST (Non-numerical Unstructured Data Indexing, Searching and Theorizing) | |
| Unit V | Standardization of Research Tool | 08 |
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| | <ul style="list-style-type: none"> • Item Analysis, Reliability, Validity, Objectivity, Norms-concept, types, and methods of estimation • Application of any two test from the following (Attitude, Leadership, Learning Style, Personality, Memorization and Interest Inventory) | |
| Unit VI | Writing Research Proposal and Research Report | 14 |
| | <ul style="list-style-type: none"> • Research proposal and Research report: concept, nature, and importance • Steps in preparing a Research Proposal (theoretical discussion only) • Research Report: Research Ethics, Chapterization, Styles of Referencing (APA latest edition). (Theoretical discussion only) | |
| Internal Assessment | Term Paper/Seminar presentation | |
| Suggested Readings | <ul style="list-style-type: none"> • Aggarwal, R.N & Asthana, V(1983): Educational Measurement and Evaluation, Agra: Vinod Publishing House • Ahuja,R. – Research Methods, Rauat Publication, Jaipur and New Delhi. • Best and Kahn – Research in education. PHI. • Bhat, S & Chakraborty, S.C(2013): Research Methodology and Statistics in Education, Kolkata: Aaheli Publishers. • Cohen,L.,Manion,L.& Morrison,K.-Research Methods in Education.Routledge. • Creswell,J.W.-Educational Research- planning, conducting, and evaluating Quantitative and Qualitative approach. PHI. • Das, N.G(2011): Statistical Methods(Vol. II) , New Delhi: Tata McGraw Hill Education Pvt. Ltd. • Garrett, H.E(2005): Statistics in Education and Psychology, New delhi: Paragon International. • Guilford, J. P. – Fundamental statistics in psychology and education. • Johnson,B.&Christensen,L.-Educational Research-quantitative, qualitative & mixed approaches. Sage. • Kerlinger, F. N. – Foundations of Behavioural Research. Surajit Publication. • Kothari,C.R.–Research Methodology–method and techniques. Wishwa Prakashan, New Delhi. • Koul, L.–Methodology of educational research. Vikas Publishing House Pvt. Ltd. • Mangal, S.K(2013): Statistics in Education and Psychology (2nd edition), New Delhi: PHI Learning Pvt. Ltd. • Mohsin, S. M. – Research methods in behavioural science. Orient Longman. | |

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| | <ul style="list-style-type: none"> Saha, K(2012): Statistics in Education and Psychology, New Delhi: Asian Books Pvt. Ltd. | |
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| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|--------|---------------------|------------|--------|-------------------------|
| EDUPGCCT09 | Educational Technology | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1 Define educational technology and theories associated with it.</p> <p>CLO-2 Demonstrate the instructional activities as related to the use of technology.</p> <p>CLO-3 Recognize the emerging trends in e-learning.</p> <p>CLO-4 Apply knowledge of ICT in evaluation, administration and research.</p> <p>CLO -5 Distinguish between Information Technology and Instructional Technology</p> <p>CLO-6 Analyse Behaviourist, Cognitive and Constructivist Theories with respect to their implications to Instructional Design</p> <p>CLO-7 Evaluate the applications of various e-Learning approaches in Blended Learning</p> | | | | | |
| Unit I | <p>Introduction to Educational Technology (ET)</p> <ul style="list-style-type: none"> Meaning, Nature and Scope of Educational Technology ET as a system and its characteristics ET as a Discipline: Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology | | | | | 10 |
| Unit II | <p>Educational Technology and Learning Theories</p> <ul style="list-style-type: none"> Applications of Educational Technology in formal, non-formal (Open and Distance Learning); informal and inclusive education systems Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky) Relationship between Learning Theories and Instructional | | | | | 14 |

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| | Strategies (for large and small groups, formal and non-formal groups) | |
| Unit III | Instructional Designs | 12 |
| | <ul style="list-style-type: none"> • Systems Approach to Instructional Design • Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's) • Gagne's Nine Events of Instruction and Five E's of Constructivism | |
| Unit IV | Computer in Education | 12 |
| | <ul style="list-style-type: none"> • Application of Computer in Education: CAI, CAL, CBT, CML • Concept and Process of preparing ODLM • Concept of e learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning) | |
| Unit V | Emerging Trends of Educational Technology | 16 |
| | <ul style="list-style-type: none"> • Emerging Trends in e-learning: Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, vlogs, chats, video conferencing, discussion forum) • Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application) • e-Inclusion - Concept of e-Inclusion, Application of Assitive technology in e-learning • Quality of e-Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003) • Ethical Issues for e-Learner and e-Teacher - Teaching, Learning and Research | |
| Unit VI | ICT and Assessment | 16 |
| | <ul style="list-style-type: none"> • ICT: General abbreviations and terminology • Basics of Internet, Intranet, E-mail, Audio and Video-conferencing • Digital initiatives in higher education, ICT and Governance • Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries • Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development | |
| Internal | Term Paper/Seminar presentation | |

| Assessment | | |
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| Suggested Readings | <ul style="list-style-type: none"> • Aggarwal, J. C.(2014). Essential of educational technology. Noida, Uttar Pradesh: Vikash Publishing House. • Arulswamy, S. & Sivakumar, P. (2010). Application of ICT in education. Hyderabad: Neelkamal Publications PVT. • Joyce,B., Weil,M., & Calhoun,E.(2009). Models of teaching. New Delhi: PHI Learning Pvt. Ltd. • Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition). • Mangal,S.K. & Mangal,U.(2009). Essential of educational technology. New Delhi: Prentice Hall India Learning Pvt. Ltd. • Mishra, S. (2008). Developing E-Learning materials: Some pedagogical concerns. Indian Journal of Open Learning, 17 (2). • Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India. • Sharma, R.A. (2000). Advanced educational technology. Meerut: Loyal Book Depot. • Singh, L. C. (Ed.) (2010). Educational technology for teachers and educators. New Delhi: Vasunandi Publication. • UNESCO (2002). Information and communication technology in education: A curriculum for schools and programme of teacher development. Paris: UNESCO. | |

| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|-----------|---------------------|------------|----------|-------------------------|
| EDUPGCCT10 | Pedagogy, Andragogy and Assessment | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1: Understand the concept of pedagogical analysis</p> <p>CLO-2: Explain the concept of teaching and its various levels.</p> <p>CLO-3: Comprehend the concept of Andragogy</p> <p>CLO-4: Describe different types of Assessment.</p> <p>CLO-5: Differentiate the Assessment of Andragogy from the Assessment of Pedagogy.</p> <p>CLO-6: Assess of Teacher prepared ICT Resources.</p> | | | | | |
| Unit I | <p>Concepts of Pedagogy</p> <ul style="list-style-type: none"> • Pedagogy, Pedagogical Analysis - Concept and Stages • Critical Pedagogy - Meaning, Need and its implications in | | | | | 8 |

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| | Teacher Education | |
| Unit II | Organizing Teaching | 12 |
| | <ul style="list-style-type: none"> • Memory Level (Herbartian Model) • Understanding Level (Morrison teaching Model) • Reflective Level (Bigge and Hunt teaching Model) | |
| Unit III | Concepts of Andragogy | 14 |
| | <ul style="list-style-type: none"> • Concept of Andragogy in Education • Meaning, Principles, Competencies of Self-directed Learning • Theory of Andragogy (Malcolm Knowles) • The Dynamic Model of Learner Autonomy | |
| Unit IV | Assessment in Learning | 16 |
| | <ul style="list-style-type: none"> • Assessment – Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment as Learning) • Types of Assessment (Placement, formative, diagnostic, summative) • Relations between objectives and outcomes of learning • Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning | |
| Unit V | Assessment in Pedagogy | 14 |
| | <ul style="list-style-type: none"> • Feedback Devices: Meaning, Types and Criteria • Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics • Competency Based Evaluation • Assessment of Teacher Prepared ICT Resources | |
| Unit VI | Assessment in Andragogy | 16 |
| | <ul style="list-style-type: none"> • Interaction Analysis: Flanders' Interaction analysis • Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix) • Criteria for teacher evaluation (Product, Process and Presage criteria) • Rubrics for Self and Peer evaluation (Meaning, steps of construction) | |
| Internal Assessment | Term Paper/Seminar presentation | |

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| <p>Suggested Readings</p> | <ul style="list-style-type: none"> • A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare, Directorate of Adult Education, New Delhi, 1978. • Alford, H.J. (1968): Continuing Education - In action: Residential Centres for Lifelong Learning. New York: Wiley. • Bhatia, S.K. & Jindal, S. (2016): A Textbook of Curriculum, Pedagogy and Evaluation. JB International. • Dutta, S.C. (1986): History of Adult Education - In India. New Delhi: IAED. • Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978. • Howe, M. J.A. (Ed.). (1978): Adult Learning Psychological Research and Applications. London: John Willey. • Jarvis, P. (1990): International Dictionary of Adult and Continuing Education. London: Routledge. • Jethithar, B. (1996): Adult Education & Extension. New Delhi: APH Publishers. • John, L. (1982): The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO. • Yadav, R.S. (1991): Adult Education Training and Productivity. Ambala Cantt: Indian Publications. | |
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| Course Code | Course Title | |
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| PGAEC01 | Human Rights & Value Education | Students will follow the common syllabus for all departments prepared by the University for PGAEC01-as Ability Enhancement Compulsory Course (Non-Credit) |

SEMESTER - III

| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|--------|---------------------|------------|--------|-------------------------|
| EDUPGCCT11 | Inclusive Education | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | After completing the course, the students will be able to:- CLO-1: Exhibit their basic knowledge about Inclusive Education. CLO-2: Understand the evolution of Inclusive Education. CLO-3: Identify different kinds of disabilities. CLO-4: Realize barriers to Inclusive Education. CLO-5: Analyze various policies related to Inclusive Education. CLO-6: Distinguish between Assistive and Adaptive Technology devices. | | | | | |
| Unit I | Introduction to Inclusive Education | | | | | 12 |
| | <ul style="list-style-type: none"> • Inclusive Education: Concept, Principles, • Scope and Target Groups (Diverse Learners, Including Marginalized group and Learners with Disabilities). • Evolution of the Philosophy of Inclusive Education: Special, Integrated. | | | | | |
| Unit II | Concepts of Disabilities | | | | | 13 |
| | <ul style="list-style-type: none"> • Concept of Impairment. • Disability and Handicap, • Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, • Prevalence, Types, Characteristics and Educational needs of Diverse Learners' Intellectual, Physical and Multiple Disabilities. | | | | | |
| Unit III | Causes, Identification and Measure of Disabilities | | | | | 14 |
| | <ul style="list-style-type: none"> • Causes and prevention of disabilities, • Identification of Diverse Learners for Inclusion, • Tools and Techniques of measuring Disabilities | | | | | |
| Unit IV | Policies in Inclusive Education | | | | | 15 |
| | <ul style="list-style-type: none"> • Legal Provisions: Policies and Legislations • Persons with Disabilities Act (1995), | | | | | |

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| | <ul style="list-style-type: none"> • National Policy of Disabilities (2006), • Concession and Facilities to Diverse Learners Academic and Financial), Rehabilitation Council of India Act (1992), • The Rights of Persons with Disabilities Act, 2016 • Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication. | |
| Unit V | Management of Inclusive Education | 13 |
| | <ul style="list-style-type: none"> • Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, • Curriculum and Curricular Adaptations for Diverse Learners, • Assistive and Adaptive Technology for Diverse Learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), • Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers and School. | |
| Unit VI | Challenges in Inclusive Education | 13 |
| | <ul style="list-style-type: none"> • Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational • Current Status and Ethical Issues of inclusive education in India, • Research Trends of Inclusive Education in India | |
| Internal Assessment | Term Paper/Seminar presentation | |
| Suggested Readings | <ul style="list-style-type: none"> • Advani, L. & Chadha, A. (2003) : You & Your Special Child New Delhi: UBS Publishers & Distributor. • Ainscow.M.Booth.T. (2003). The index of Inclusion: Developing, Learning and Participation in Schools, Bristol: Center for studies in inclusive Education • Alur, M. & Timmons, V. (Eds.). (2009). Inclusive education across cultures: Crossing boundaries, sharing ideas. New Delhi: SAGE Publications India Pvt. Ltd. • Berdine, W. H., Black Hurst, A.E. (eds.) (1980) : An Introduction to Special Education, Boston: Little, Brown and company. • Cruickshank, W.M. (1975), Psychology of Exceptional Children and Youth, Englewood Cliffs NJ, Prentice Hall. • Dash, M., (2000) Education of Exceptional Children, New Delhi, Atlantic Publishers and Distributors. • Encyclopaedia of special education (1987): vol.1, 2 ,3 Ed's Cecil r. Reynolds & Lester Mann New York John: Haley & sons. • Hallahan, D. and Kauffman, JM (1978), Exceptional Children: | |

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| | <p>An Introduction to Special Education Englewood Cliffs NJ, Prentice Hall.</p> <ul style="list-style-type: none"> • Hallahan, D.P& Kauffman, J.M.(1991) : Exceptional Children – Introduction to Special Education. Massachusetts: Allyn& Bacon. • Hans, I. J. (2000): Children in Need of Special Care. Human Horizons Series, Souvenir Press (E&A Ltd). • Hegarty, S & Alur, M. (2002). Education and children with special needs : From segregation to inclusion, New Delhi : Sage. • Jha, M. (2002). Inclusive Education for all: Schools without walls, Heinemann Educational Publishers, Multivista Global Ltd., Chennai, India • Kirk, S.A. & Gallagher, J. J. (1989): Education of Exceptional Children. Boston: Houghton Mifflin Co. • Mangal, S.K. & U. Mangal (2016) Creating an Inclusive School. Tandon Publications, Ludhiana • Mangal, S.K., (2009), Educating Exceptional Children: An Introduction to Special Education, Prentice Hall of India private Limited, New Delhi. • Mukhopadyay & Mani, M.N.G. (2002). Education of Children with Special Needs in Govinda,R. (Ed), India Education Report, Oxford University Press, New Delhi. • National Policy for persons with Disabilities, Governemnt of India, 2006 • Panda, K.C. (1997): Education of Exceptional Children. New Delhi: Vikas Publishing House. • Pandey, R.S. & Advani, L. (1995). Perspectives in Disability and Rehabilitation: New Delhi, Vikas publishing House. • Persons with disabilities (PWD) Act, Governemnt of India, 1995. 15. National Trust (NT) Act, Governemnt of India, 1999. • Rehabilitation council of India (RCI) Act, Government of India, 1992. • Right to Education, Governemnt of India, 2009/10. • Sharma, P.L. (1990). Teacher’s handbook on IED-Helping Children with Special Needs. NCERT Publication, New Delhi. • Sharma, P.L.(2003).Planning Inclusive Education in Small Schools, RIE, Mysore. • Yseldyke, J.E. & Algozzine, B.(1998): Special Education. New Delhi: Kanishka Publishers Distributor. | |
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| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|---|--------|---------------------|------------|--------|-------------------------|
| EDUPGCCT12 | Curriculum Studies | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | After completing the course, the students will be able to:- CLO-1: Acquire understanding of curriculum and its bases CLO-2: Know various models and designs of curriculum development CLO-3: Understand how to critically evaluate the curriculum CLO-4: Explain need of curriculum changes | | | | | |
| Unit I | Introduction to Curriculum | | | | | 12 |
| | <ul style="list-style-type: none"> • Concept and Principles of Curriculum, • Strategies of Curriculum development, • Stages in the Process of Curriculum development | | | | | |
| Unit II | Foundation of Curriculum Planning | | | | | 13 |
| | <ul style="list-style-type: none"> • Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), • Psychological Bases (learner's needs and interests), • Bench marking and Role of National level Statutory Bodies - UGC, NCERT, NCTE and University in Curriculum Development. | | | | | |
| Unit III | Models of Curriculum Design | | | | | 14 |
| | <ul style="list-style-type: none"> • Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, • Competency Based Model, Social Functions / Activities Model (social reconstruction), • Individual Needs & Interests Model, • Outcome Based Integrative Model, • Intervention Model, • C I P P Model (Context, Input, Process, Product Model). | | | | | |
| Unit IV | Curriculum Instruction | | | | | 15 |
| | <ul style="list-style-type: none"> • Instructional System, • Instructional Media, • Instructional Techniques and Material in enhancing curriculum Transaction. | | | | | |

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| Unit V | Curriculum Evaluation | 13 |
| | <ul style="list-style-type: none"> • Meaning and Concept of Curriculum Evaluation; • Approaches to Evaluation of Curriculum (Academic and Competency Based Approaches), • Models of Curriculum Evaluation: Tyler’s Model, Stakes’ Model, Scriven’s Model, and Kirkpatrick’s Model. | |
| Unit VI | Curriculum Change and Research | 13 |
| | <ul style="list-style-type: none"> • Meaning and types of Curriculum change, • Factors affecting curriculum change, • Approaches to curriculum change, • Role of students, teachers and educational administrators in curriculum change and improvement • Scope of curriculum research • Research in Curriculum Studies. | |
| Internal Assessment | Term Paper/Seminar presentation | |
| Suggested Readings | <ul style="list-style-type: none"> • Aggarwal, J.C. & Gupta, S. (2005) – Curriculum Development 2005. Shipra. Delhi. India. • Beane, J.A., Conrad, E.P. Jr. & Samuel, J.A. (1986). Curriculum planning and development. Boston: Allyn& Bacon. • Bhalla, Navneet. (2007) – Curriculum Development. Author Press. Delhi. India. • Brady, L. (1995). Curriculum development. New Delhi: Prentice Hall. • Doll, R.C. (1996). Curriculum development: Decesion-making and process. Boston: Allyn& Bacon. • Doll, W.E. (1993) – A postmodern perspective on curriculum. New York, Teachers College Press. • Krug, E.A. (1956). Curriculum planning. New York: Harper and Row Publishers. • Oliva, P.F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman. • Ornstein, A.C. &Hunkins, E (1998). Curriculum. Foundations, Principles and Issues. Boston: Allyn& Bacon, Boston. • Pratt, D. (1980). Curriculum design and development. New York: Macmillan Publishing Co. Inc. • Saylor, J.G., Alexander, W.M. & Lewis, A.J.(1981). Curriculum planning for better teaching and learning. New York: Holt Rienehart& Winston. • Slattery, P. (1995) – Curriculum Development in the postmodern era. New York, Garland. • Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanoich. • Walker, D.F. (2003) – Fundamentals of Curriculum. Lawrence | |

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| | Erlbaun Associates, Publishers. New Jersey. | |
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| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
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| EDUPGDET01 | (a) Guidance and Counselling in Education | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | After completing the course, the students will be able to:- CLO-1: Explain the concept and nature of Guidance CLO-2: Understand the Guidance Information Service CLO-3: Organize the Guidance Programme CLO-4: Understand the process of Vocational Guidance and Career Counselling . | | | | | |
| Unit I | Meaning of Guidance and Counselling | | | | | 12 |
| | <ul style="list-style-type: none"> • Definition, Nature, Scope of Guidance and Counselling • Functions of Guidance and Counselling • Types of Guidance and Counselling • Qualities of a Counsellor • Techniques of Counselling | | | | | |
| Unit II | Educational, Vocational and Personal Guidance | | | | | 13 |
| | <ul style="list-style-type: none"> • Concept, Meaning and Need for Educational, Vocational and Personal Guidance • The Guidance Programme at Primary, Secondary and College Level • Promoting Parental Collaboration in Educational Guidance. • Organisation of a Guidance Programme | | | | | |
| Unit III | Measurement in Guidance | | | | | 14 |
| | <ul style="list-style-type: none"> • Need for Psychological Tests and Uses of Tests • Characteristics of a Good Psychological Test • Recording Tools : Cumulative Record Card ,Assesment of | | | | | |

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| | Professional Competence, Anecdotal Record | |
| Unit IV | Stress and Stress Management | 15 |
| | <ul style="list-style-type: none"> • Definition and Classification • Internal and External Stressors • The Effects of Acute and Chronic Stress • Coping Strategies | |
| Unit V | Adjustment and Maladjustment | 13 |
| | <ul style="list-style-type: none"> • Concept, Purpose, Techniques, • Criteria of Good Adjustment Causes, • Prevention and Remedies of Maladjustment • Maladjusted behaviours: Truancy, Lying, Timing, Stealing, Anxiety, Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Anti – social Behavior | |
| Unit VI | Tools and Techniques | 13 |
| | <ul style="list-style-type: none"> • Concept of Testing and Non – testing tools • Tests to measure – <ul style="list-style-type: none"> ➤ Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Observation, Case Study, Interview | |
| Internal Assessment | Term Paper/Seminar presentation | |
| Suggested Readings | <ul style="list-style-type: none"> • Bhatnagar, A. and Gupta, N. (1999). Guidance and counselling: A practical approach(Vol.II). New Delhi: Vikas. • Dave, I. (1984). The basic essentials of counseling. New Delhi: Sterling Pvt. Ltd. • Gazda, G. R.M.(1989). Group counselling: A development approach. London: Allyn and Bacon. • Gibson, R.L. & Mitchell, M. H. (2008). Introduction to counselling and guidance, (7th Edition) New Delhi, Pearson Education, Inc. • Joneja, G. K. (1997). Occupational information in guidance. New Delhi: NCERT. • Myers, G.E. (1948). Principles and techniques of vocational guidance. London: Mcgraw Hills Company. • Petterson, G.H. (1962). Counselling and guidance in schools. London: Mcgraw Hill Book Company. • Nugent, F. A. (1990). An Introduction to the profession of counselling. Columbus: Merrill publishing Co. • Pietrofesa, J.J, Bernstein, B. & Stanford, S. (1980). Guidance: | |

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| | <p>An introduction. Chicago: Rand McNally.</p> <ul style="list-style-type: none"> • Rao, S.N. & Sahajpal, P. (2013). Counselling and guidance (3rd Ed). New Delhi. Tata Mc. Graw Hill Publishing Company Limited. • Rao, S.N. (1981). Counselling psychology. New Delhi: Tata McGraw Hill. • Saraswat, R. K. & Gaur, J. S. (1994). Manual for guidance counsellors. New Delhi: NCERT. • Saraswat, R.K. & Gaur, J.S.(1994). Manual for guidance counsellors. New Delhi: NCERT. • Shertzer, B. & Stone, S.G. (1980). Fundamentals of Counselling. Boston: Houghton Mifflin Co. • Shertzer, B. & Stone, S.G. (1980). Fundamentals of guidance. Boston: Houghton Mifflin Co. • Tolbert, E.L. (1978). An introduction to guidance. Toronto: Little Brown and Company. | |
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| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|--------|---------------------|------------|--------|-------------------------|
| EDUPGDET01 | (b) Open and Distance Learning | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to:-</p> <p>CLO-1: Understand the Basic Concept and Philosophy of Open and Distance Learning</p> <p>CLO-2: Describe the Genesis and Development of Open and Distance Learning</p> <p>CLO-3: Understand the Instructional Inputs, Methods and Media Used in Open and Distance Learning</p> <p>CLO-4: Describe the Mechanism of Carrying Out Assessment in ODL</p> <p>CLO-5: Discuss the Role of Research for Development of the Open and Distance Learning System</p> <p>CLO-6: Evaluate the Mechanism for Maintenance of Standards in Distance Education</p> <p>CLO-7: Explain the Concept and Dimensions of Programme Evaluation</p> <p>CLO-8: Describe the Recent Trends in ODL</p> <p>CLO-9: Explain the Need for the Emergence of National and International Agencies of DE</p> | | | | | |

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| Unit I | Introduction to Open and Distance Learning | 12 |
| | <ul style="list-style-type: none"> • Concept, Meaning, Nature and Philosophy of Open and Distance Learning • Need, Importance, Scope, Advantages and Limitations of Open and Distance Learning • Distinction Between Open and Distance Learning • Modalities of Distance Education | |
| Unit II | Historical Development and Policy Implementation | 15 |
| | <ul style="list-style-type: none"> • History of ODL: International and National Perspectives • Generation of Distance Education • Evolution of ODL and Pedagogy • Policy Implementation: <ul style="list-style-type: none"> ➤ The Stand taken by UNESCO about Distance Education ➤ The Policies of the Government of India | |
| Unit III | Instructional Inputs, Transaction and Delivery | 15 |
| | <ul style="list-style-type: none"> • Self-Learning Material • Methods and Media in ODL • Design and Preparation of Materials • Learner Support Services: Resources and Delivery • Tutoring and Counselling • Delivery through E-Learning/Virtual Environment | |
| Unit IV | Assessment and Research in ODL | 12 |
| | <ul style="list-style-type: none"> • Assessment in ODL • Types of Assessment in ODL • Techniques and Tools of Assessment in ODL • Research for Distance Education | |
| Unit V | Quality Enhancement and Programme Evaluation | 14 |
| | <ul style="list-style-type: none"> • Quality Assurance and Mechanism for Maintenance of Standards in Distance education | |

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| | <ul style="list-style-type: none"> • Cost Benefit Analysis in Distance Education: Its Concept, Need and Processes • National and International Agencies of Open and Distance Learning • Programme Evaluation | |
| Unit VI | Recent Trends in Open and Distance Learning | 12 |
| | <ul style="list-style-type: none"> • Recent Trends in ODL: National and International Perspectives • Paradigm Shifts in Open and Distance Learning • Globalization and ODL System | |
| Internal Assessment | Term Paper/Seminar Presentation | |
| Suggested Readings | <ul style="list-style-type: none"> • Bates (1995). Technology, Open learning and distance education, London: Routledge. • Criscito Pat (2004): Barron's Guide To Distance Learning, Barron's E Publisher. • Garrison, D.R. (1989): Understanding Distance Education Framework for Future. Routledge, Chapman and Hall, London. • Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing. • IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 & 3). IGNOU, New Delhi. • Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications. • Keith Harry (Ed.) (1999). Higher Education Through Open and Distance Learning. World Review of Distance Education and Open Learning: Volume I, London: Routledge. • Khan, I. (1994): Distance Teaching. Delhi: Amar Prakashan. • Mills, R. and Tait, A. (Eds.) (1996). Supporting the Learner in Open and Distance Learning, London: Pitman. • Mohanty, Jagannath (2001) Studies in Distance Education. Deep & Deep Publication. • Nandra, I.S. (2010): Distance and open education; century Publication, Patiala. • ODL QC - The Open and Distance Learning Quality Council, Retrieved on February 16, 2009 from: http://www.odlqc.org.uk/. • Prasad D. Chandra (2007). Distance Education, K.S.K. Publishers, New Delhi. • Race, Phil (1994): The Open Learning Handbook, Second | |

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| | <p>Edition, Londo : Kogan Page.</p> <ul style="list-style-type: none"> • Rathore, H.C.S. (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House. • Sharma S. (2002): Modern methods of lifelong learning and distance education. New Delhi. • Sharma, R.A. (2008). Distance Education International Publishing House, Meerut. • Srivastava, Manjulika (2012). Open Universities: India s Answer to Challenges in Higher Education, New Delhi: Vikas Publishing House Pvt. Ltd. • Srivastava, Manjulika (2013) Open And Distance Learning - Concept And Growth, Unit 1, Course on ODL, MA Education, Gauhati University, New Delhi: Vikas Publishing House Pvt. Ltd. • Tait,A. (1997). Quality Assurance in Distance Education: International case studies Vancouver: the commonwealth of learning. • UNESCO (2002), "Open and Distance Learning. Trends, Policy and Strategy Considerations," Paris: UNESCO. • Verma, R. (2005): Distance Education - In Technological Age. New Delhi: Anmol Publications (Pvt) Ltd. | |
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| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|--------|---------------------|------------|--------|-------------------------|
| EDUPGDET02 | (a) Education and Mental Health | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to:-</p> <p>CLO-1: Understand the Concept and Characteristics of Mental Health</p> <p>CLO-2: Recognize Normality and Abnormality</p> <p>CLO-3: Understand Psycho Analysis, Behaviour therapy, Cognitive therapy, Humanistic therapy</p> <p>CLO-4: Develop the Understanding of the role of Home, School and Society in Mental Health</p> | | | | | |
| Unit I | Mental Health: An introduction | | | | | 12 |
| | <ul style="list-style-type: none"> • Concept of Mental Health | | | | | |

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| | <ul style="list-style-type: none"> • Characteristics of Mental Health • Mental Health concerns of the Teacher • Teacher as a Counsellor | |
| Unit II | Normal and Abnormal Behaviour | 13 |
| | <ul style="list-style-type: none"> • Concept of Normality and Abnormality • Classification of Abnormal Behaviour- Neurosis and Psychosis • Adjustment and Maladjustment -Concept • Notions of a Healthy Personality | |
| Unit III | Therapeutic Measures | 14 |
| | <ul style="list-style-type: none"> • Psycho Analysis, • Behaviour Therapy, • Cognitive Therapy, • Humanistic Therapy | |
| Unit IV | Social Issues in Mental Health | 15 |
| | <ul style="list-style-type: none"> • Concept of DSM - V and its changes from DSM - IV • Media, technology and communication • Contemporary lifestyles and related issues • Social Perception of Mental Health | |
| Unit V | Mental Health in Schools | 13 |
| | <ul style="list-style-type: none"> • Integration of Education and Mental Health • School Based Issues and Concerns: Home– School– Community • Role of Teacher , Principal and Peer Group in Mental Health of students | |
| Unit VI | Management of Mental Health | 13 |
| | <ul style="list-style-type: none"> • Frustration and Conflict • Anxiety: Sources and Management • Stress : Sources and Management | |
| Internal Assessment | Term Paper/Seminar presentation | |

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| <p>Suggested Readings</p> | <ul style="list-style-type: none"> • Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin, 1952 • Akhilananda Swami, Hindu Psychology, London, Routledge, 1953 • Bahadur, Mal, Mental Health in Theory and Practice, Hoshirpur, V.V.R.I., 1995 • Bernard, Harold, W., Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co., 1952. • Bonny, Meri E.: Mental Health in Education, Boston: Allyn and Bacon Inc., 1960. • Burbury, W. M., Balient, E. et. Al: An Introduction to Child Guidance, London: McMillan & Co. • Capuzzi David and Gross Douglas R: Introduction to Counseling, London, Allyn and Bacon, 1995. • Carrol, Herbert, A. : Mental Hygiene : The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey : Prentice Hall, Inc.1956. • Coleman, J.C. Abnormal Psychology and Modern Life, Bombay, D.B. Tara Porewlas Sons & Co., 1976. 11. Crow, Lester D. & Crow, Aline: Mental Hygiene, New York: McGraw HillBook Company, Inc. 1952. 12. Garg, B.R., An Introduction to Mental Health, Ambala, Associated Publications, 2002. • Hadfield, J. A.: Psychology and Mental Health, London: George Allen and Unwin Ltd. 1952. • Kallam, S. G. al: Mental Health and Going to School, Chicago: University of Chicago Press, 1975. • Sinha, A.K.: The Concept of Mental Health in India and Western Psychologies, Kurkshetra, Visha Publication, 1978. • Suraj Bhan & N. K. Dutt, Mental Health through Education, New Delhi, Visin Books Publications, 1978. • Suraj Bhan, Towards a Happier Education, Jalandhar City, University Publications, 1952. • Thork, G. L. and Olson, S. L.: Behaviour Therapy: Concepts, Procedures and Application, London, Allyn Bacon, 1999. • Thorpe, L.P. : The Psychology of Mental Health, New York: The Ronald Press Co., 1950. • Watkns Ted. R. and Callicut, James Women Mental Health: Policy and Practice today, New Delhi. Saga Publications, 1990. • Wolberg, Lewis R: The Techniques of Psychotherapy, London, Jason Aronson Inc., 1995 | |
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| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|--------|---------------------|------------|--------|-------------------------|
| EDUPGDET02 | (b) Yoga and Health Education | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1: Understand the meaning and concept of Yoga CLO-2: Identify some of the misconceptions about Yoga CLO-3: Recall the Philosophical Aspects of yoga CLO-4: Identify some essential yoga practices for healthy living CLO-5: Acquire knowledge about good postural techniques CLO-6: Apply appropriate diet menu for good life</p> | | | | | |
| Unit I | Introduction to Yoga | | | | | 10 |
| | <ul style="list-style-type: none"> • Meaning and Definitions of Yoga. • Origin and history of development of Yoga. • Misconception about yoga. • Aims and Objectives of Yoga. • Status of Yoga in Indian Philosophy. • Concept of Yoga sutra.. | | | | | |
| Unit II | Metaphysical and Epistemological Aspects of Yoga Philosophy | | | | | 15 |
| | <ul style="list-style-type: none"> • Concept of Purusha and Prakriti as basic components of cosmic reality. • Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual. • Further sub-divisions of Ahamkar - Mana (the mind), karmendris, Jnanendris and Tanmatras. • ChittaBhumi, ChittaVritti and Kleshas • Nature of knowledge and knowledge getting process – the Pramanas. | | | | | |
| Unit III | Streams of Yoga | | | | | 10 |
| | <p>Basic concept and educational importance of</p> <ul style="list-style-type: none"> • Karma Yoga • Bhakti Yoga • Rāja Yoga | | | | | |

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| | <ul style="list-style-type: none"> • Gyana Yoga | |
| Unit IV | Exercise of Yoga for Healthy living | 15 |
| | <ul style="list-style-type: none"> • Characteristics of a practitioner of yoga. • Guidelines for Practicing Asanas. • Different Asanas and their effects to promote a sound physical and mental health. | |
| Unit V | Postural deformities and Corrective measures | 15 |
| | <ul style="list-style-type: none"> • Meaning and concept of Posture. • Common postural defects and its Causes. • Correct postural habits of Standing, Walking, Sitting, Reading and Writing. • Importance of Correct postural habits. • Role of teacher for promoting good posture. • | |
| Unit VI | Food, Nutrition and Personal hygiene | 15 |
| | <ul style="list-style-type: none"> • Meaning, Classification and Constituents of Food. • Vitamins and Deficiency Diseases. • Meaning of Nutrition, Malnutrition - Causes - Balanced Diet and Diet for Obesity and Under Weight. • Personal hygiene: Components, Sanitation, Protective measures for Covid-19 | |
| Internal Assessment | Term Paper/Seminar presentation | |
| Suggested Readings | <ul style="list-style-type: none"> • NCTE. (2015). Yoga Education-Bachelor of Education Programme, New Delhi. • Ravishankar.N.S., (2001). Yoga for Health. New Delhi: PustakMahal. • S. P. Singh & Mukesh Yogi, (2010). Foundation of Yoga. Standard Publication, New Delhi. • Swami SatyanandSaraswati. 2013. “Asana Pranayama Mudra Bandha”, Bihar School of Yoga, Munger. • Bhattacharyya, D. (2017). Yoga Education and Understanding Self (Bengali version). Kolkata:131 • Yoga Education (2015) Master of Education Programme, NCTE, New Delhi. • Chandra, S., Sothi, &Krishnan.P. (2005). Health education and physical education. Delhi: Surject Publications. . • Gupta A. K. (2009). Handbook of Health Education and | |

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| | Community Pharmacy. CBS. | |
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| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|--------|---------------------|------------|--------|-------------------------|
| EDUPGGEC01 | Fundamentals of Education (For Students of Other Departments) | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1: Understand the Meaning, Nature, Scope, Functions, Factors and Aims of Education</p> <p>CLO-2: Develop Understanding about the Philosophical, Psychological and Sociological Basis of Education</p> <p>CLO-3: Acquaint them with Indian and Western Schools of Philosophy and their Impact on Education</p> <p>CLO-4: Understand the Significance of the Educational Ideas of Some Eastern and Western Visionaries of Education for the Present Educational System</p> <p>CLO-5: Explain Educational Provisions and National Values Enshrined in Indian Constitution</p> <p>CLO-6: Evaluate the Policy Initiatives Taken in Education Reform During Post Independent India</p> <p>CLO-7: State the Foundation of Curriculum Development and Analysis of Different Curriculum Frameworks</p> | | | | | |
| Unit I | <p>Basic Concepts of Education</p> <ul style="list-style-type: none"> • Meaning, Nature, Scope, Functions and Factors of Education • Aims of Education: <ul style="list-style-type: none"> ➤ General and Specific Aims of Education ➤ Individual and Social Aims of Education • Aims of Education: Modern Indian Context | | | | | 12 |

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| Unit II | Philosophical Bases of Education | 14 |
| | <ul style="list-style-type: none"> • Concept of Philosophy - Inter Dependence of Philosophy and Education • Reflections of Indian Schools of Philosophy on Education • Western Schools of Philosophy and their Educational Implication: <ul style="list-style-type: none"> ➤ Idealism ➤ Naturalism ➤ Pragmatism • Doctrines of Great Visionaries of East and West and their Influence on Education: <ul style="list-style-type: none"> ➤ Gandhiji ➤ Dr. Zakir Hussain ➤ John Dewey ➤ Maria Montessori | |
| Unit III | Psychological and Sociological Basis of Education | 14 |
| | <ul style="list-style-type: none"> • Meaning, Nature and Scope of Educational Psychology, Relationship Between Education and Psychology • Relevance of Educational Psychology for Teachers • Meaning, Nature and Scope of Sociology of Education, Relation Between Education and Sociology • Education as a Process of Social System and Socializations • Education as an Instrument of Social Change • Agencies of Education: Formal, Non-Formal and Informal | |
| Unit IV | Constitutional Provisions and Education | 12 |
| | <ul style="list-style-type: none"> • Constitutional Provisions on Education that Reflect National Ideals: Democracy and the Values of Equality, Justice, Freedom, Concern for Others' Wellbeing, Secularism, Respect for Human Dignity and Rights. • Fundamental Rights and Duties of Citizens • Constitutional Interventions for Universalization of Education and RTE Act- 2009 • Role of Central and State Governments in the Development of Education | |
| Unit V | Educational Reform in Modern India | 16 |
| | <ul style="list-style-type: none"> • Overview of Educational Reform in the Post-ndependence Period with Special Reference to Structure, Curriculum, Medium | |

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| | <p>of Instructions at the Primary and Secondary Stages: Mudaliar Commission(1951-52), Education Commission (1964-66)</p> <ul style="list-style-type: none"> • National Education Policy-1986 and its Modified Version-1992; • Learning Without Burden-1993 • National Education Policy-2020 | |
| Unit VI | Curriculum and its Various Aspects | 12 |
| | <ul style="list-style-type: none"> • Meaning and Concept of Curriculum • Foundations of Curriculum • Curriculum Planning • Models of Curriculum Designing and Development • Curriculum Evaluation • National Curriculum Framework | |
| Internal Assessment | Term Paper/Seminar Presentation | |
| Suggested Readings | <ul style="list-style-type: none"> • Aggarwal J.C (2010) Essentials of Educational Psychology, New Delhi, • Bhatia & Bhatia (2004) A Text Book of Educational Psychology, Delhi, Doaba House Book Sellers & Publishers. • Bhatia,K.K.(2011). Philosophical and sociological foundation of education. New Delhi: Kalyani Publishers. • Brubacher, J.S. (1939). Modern philosophies of education. New York, USA: McGraw. • Butler,J.D.(1959). Four philosophies and their practices in education and religion. New York: Harper. • Chaube, S.P. &Chaube, A. (2009). Foundation of education. New Dehli: Vikash Publishing House Pvt.Ltd. • Chauhan, S.S.(1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi. • Choube, S. P. &Choube. (1996). Educational Psychology and Experiments. Himalay Publishing House New Delhi. • Das, K.K. (1993).Development Of Education in India.New Delhi: Kalyani Publishers. • Dash,B.N. (1991). Development of Education in India. New Delhi: Ajanta Prakashan. • Kulshreshtha S.P. (2013) Educational Psychology, Meerut, R. Lall Book Deport. • Kuppuswamy B (2013) Advanced Educational Psychology, New Delhi, Sterling Publishers Private Limited. • Mangal S.K. (2008) Essentials of Educational Psychology, New Delhi, Prentice Hall of India Private Limited. • Masih, Y. (2017). A critical history of western philosophy. New | |

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| | <p>Delhi: MotilalBanarsidass.</p> <ul style="list-style-type: none"> • Mathur S.S. (1962) Educational Psychology, Agra, VinodPustakMandir. • MohantyJagannath (2008): Modern Trends in Indian Education, New Delhi, Deep & Deep Publications Pvt. Ltd. • Mookherjee, R.K. (1988). Ancient Indian Education. New Delhi: MotilalBanarsidass. • Pandey Ram Shakal (2006), Advanced Educational Psychology, Meerut, R. Lall Book Depot. • Qureshi, M.U (2000) Problems of Indian Education, New Delhi: Anmol Publications • Rawat, P.L. (1989). History of Indian Education New Delhi: Ram Prasad & Sons • Rusk, R. R. (1992). Philosophical bases of education. London, U.K: Oxford University of London Press Ltd. • Sharma.C.D.(2016). A critical survey of Indian philosophy. New Delhi: MotilalBanarsidass • Tilak. Jandhyala B.G. (2003) Education, Society and Development. New Delhi: APH publishing Corporation for NUEPA. • UGC (2012). Higher education in India at a glance. New Delhi: Author. • Walia, J.S (2004). Modern Indian Education and Its Problems. Punjab: Paul Publications • Wingo, G.M. (1974). Philosophies of education. New Delhi: Sterling Publishers. • Woolfolk, A.E. (2011). Educational Psychology. DerlingKinderslay (India) Pvt. Ltd. | |
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SEMESTER –IV

| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|-----------|---------------------|------------|----------|-------------------------|
| EDUPGCCT13 | Educational Management | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1 Explain the meaning, nature and functions of educational management and administration.</p> <p>CLO-2 Describe the approaches and models of leadership and their implications in educational management.</p> <p>CLO-3 Analyze critically the quality management in Education.</p> <p>CLO-4 Develop the ideas regarding the changes in management.</p> <p>CO-5 Apply skills of educational administration in practical field.</p> | | | | | |
| Unit I | Educational Management | | | | | 12 |
| | <ul style="list-style-type: none"> • Educational Management – Concept, Principles, Functions and Importance • Management as a System • Techniques of Educational Management: POSDCORB, CPM, PERT, SWOT analysis • Taylorism | | | | | |
| Unit II | Educational Administration | | | | | 12 |
| | <ul style="list-style-type: none"> • Educational Administration: Concept, Principles and Functions • Administration as a process, Administration as a bureaucracy, Human relations approach to Administration • Organizational compliance, Organizational development and Organizational climate | | | | | |
| Unit III | Leadership in Educational Administration | | | | | 17 |
| | <ul style="list-style-type: none"> • Leadership in Educational Administration: Meaning and Nature • Approaches to Leadership: Traits, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic • Models of Leadership: Blake & Mouton’s Managerial grid, Fiedler’s Contingency Model, Tri-dimensional Model, Hersey and Blanchard’s Model, Leader-Member Exchange Theory | | | | | |

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| Unit IV | Quality Management in Education | 15 |
| | <ul style="list-style-type: none"> • Concept of quality and Quality in Education: Indian and International Perspectives • Evolution of Quality: Inspection, Quality Control, Quality Assurance • Total Quality Management (TQM): Concept & Nature • Six sigma • Quality Gurus: Walter Shewart, Edward Deming, C.K Prahlad | |
| Unit V | Changes in Management | 12 |
| | <ul style="list-style-type: none"> • Meaning and Need for Planned change • Three step Model of Change: Unfreezing, Moving & Refreezing • The Japanese Models of Change: Just-in-Time, Poka yoke • Cost of Quality: Appraisal costs, Failure Costs, Preventable Costs, Cost Benefit Analysis & Cost Effective Analysis (Concept only) | |
| Unit VI | Quality Assurance Agencies | 12 |
| | <ul style="list-style-type: none"> • Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives • Performance Indicators • National Assessment Accreditation Council (NAAC), Quality Council of India(QCI), International Network for Quality Assurance Agency in Higher Education (INQAAHE) | |
| Internal Assessment | Term Paper/Seminar presentation | |
| Suggested Readings | <ul style="list-style-type: none"> • Aggarwal, J.C (2010), Educational Administration & Management: Principle Practices, New Delhi: DOABA House. • Bhatnagar, R. P. &Aggrawal,V. (2015). Educational administration. Meerut: Loyal Book Depot. • Buch, T. (1980). Approaches to school management. London: Harper and Row. • Chalam, K.S. (2003). Introduction to educational planning and management. New Delhi, Anmol Publications Pvt. Ltd. • Chandrasekharan P. (1997). Educational planning and management. New Delhi: Sterling Publishers Pvt. Ltd. • Dash, B.N(2015): School Organisation, Administration and Management, New Delhi: Neel Kamal Publication. • Deshmukh, A.V. &Naik, A.P. (2010). School administration and management. Mumbai. • Kochar, S.K. (2011). School administration and management. New Delhi: Sterling Publications. | |

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| | <ul style="list-style-type: none"> • Mathur, S.S. (2010); Educational Administration and Management, Ambala Can't: The associated Publications. • Mohanty, J(2005): Educational Administration, Management and School Organisation, New Delhi: Deep & Deep publication Pvt. Ltd. • Mukhopadhyay, M. (2001). Total quality management in education. New Delhi: NIEPA. • Sharma, R.N (2007): Educational Administration, Management and Organisation, New Delhi:Surjeet Publication. • Vashist, Savita(ed.) (1998). Encyclopaedia of school education and management. New Delhi: Kamal Publishing House. | |
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| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|-----------|---------------------|------------|----------|-------------------------|
| EDUPGDET03 | (a) Environmental and Population Education | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1 Develop the knowledge of environmental education and show environmental awareness.</p> <p>CLO-2 Interpret the concepts related to environment, ecosystem and population.</p> <p>CLO-3 Develop the values, attitude and skills needed to protect and improve the environment.</p> <p>CLO-4 Explain the nature, scope and need of population education.</p> <p>CLO-5 Analyse various population-related policies and programmes.</p> <p>CLO-6 Recognize the problems related to environment and population in our country.</p> | | | | | |
| Unit I | <p>Environmental Education & Environmental Awareness</p> <ul style="list-style-type: none"> • Meaning, Nature, Scope and Need of Environmental Education • Aims and Objectives of Environmental Education • Developing Environmental Awareness • Environmental attitude, values & pro-environmental behavior | | | | | 12 |
| Unit II | Understanding Environment | | | | | 14 |

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| | <ul style="list-style-type: none"> • Concept of Environment and Ecosystem • Biodiversity • Man Made Disasters: Population growth, technological system-industrial growth, scientific and technological inventions and their impact on the environmental system • Natural Disasters | |
| Unit III | Environmental Degradation | 16 |
| | <ul style="list-style-type: none"> • Environmental Pollution: Air; Water; Soil • Extinction of flora and fauna, deforestation, soil erosion • Global Environmental Issues: Ozone Layer Depletion, Green House Effect, Acid Rain, Climate Change • Need for conservation, preservation & protection of rich environmental heritage | |
| Unit IV | Introduction to Population Education | 10 |
| | <ul style="list-style-type: none"> • Meaning, Nature, Need and Scope of Population Education • Aims and Objectives of Population Education • Population growth • Effect of population explosion on environment | |
| Unit V | Population Policies & Population Dynamics in India | 15 |
| | <ul style="list-style-type: none"> • Population policy of the Government of India (2000) • Implementation programmes, population control • Population composition (age, sex, rural / urban) • Population distribution, urbanization and migration | |
| Unit VI | Education for Sustainable Development | 13 |
| | <ul style="list-style-type: none"> • Concept of sustainable development and education for sustainable development • Agenda 21 • United Nations Decade of Education for Sustainable Development • Voluntary and International Agencies: WHO, UNESCO, UNFPA | |
| Internal Assessment | Term Paper/ Seminar presentation | |

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| Suggested Readings | <ul style="list-style-type: none"> • Balla, G.S. (2007) Environmental Education, DVS Publishers and Distributors, Guwahati. • Bhende, A.A. &Kavitkar Tara (1985) Principles of Population Studies, Himalaya Publishing House, Bombay. • Chandana, R.C. (2005) Population Education in India, New Delhi: Kalyani Publishers. • Chauhan, I. S. &Chauhan, A. (1998) Environmental Degradation, Rawat Publications, Jaipur. • Gokulanathan, Pai P.P (eds)(2000) Environmental Education, Shillong, NEHU Publication. • Kidwai, Zeenat (Ed) (2002) Environmental Education, New Delhi, IASE, Faculty of Education, JMI. • Kumar, A. (2009)A text book of environmental science, New Delhi: APH Publishing Corporation. • Rao, V.K. (2004) Population Education, New Delhi: APH Publishing Corporation. • Reddy, K.P. & Reddy, N. (2003) Environmental Education, Neelkamal Publications Pvt. Ltd., Hyderabad. • Singh,Y. K. (2009) Teaching of environmental science, New Delhi: APH Publishing Corporation. • Sharma, R. A. (2008) Environmental Education, Meerut: R.Lall Books Depot. • Sharma, V. S. (2005) Environmental Education, New Delhi, Anmol publication. • Verma, S. (2008) (Edit), Resource Book of Environmental Education, Academic Excellence Publishers, New Delhi. • Yadav, S. (1988) Population Education, Shree Publishing House, New Delhi. | |
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| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|-----------|---------------------|------------|----------|-------------------------|
| EDUPGDET03 | (b) Peace Education | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1 Discuss the concept of peace and peace education.</p> <p>CLO-2 Identify the importance of peace in the context of Indian culture.</p> <p>CLO-3 Describe the approaches to education in relation to peace.</p> <p>CLO-4 Recall the historical perspective of Peace Education</p> <p>CLO-5 Explain the role of peace education for international understanding.</p> | | | | | |

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| | CLO-6 Apply the knowledge of peace education in real life. | |
| Unit I | Concept of Peace | 14 |
| | <ul style="list-style-type: none"> • Peace: meaning, Characteristics and type of peace • Means of creating and sustaining peace • Role of peace in well-being, justice and democracy • Pillars of peace | |
| Unit II | Introduction to Peace Education | 16 |
| | <ul style="list-style-type: none"> • Peace Education – Concept and Nature • Need & importance of Education for Peace • Historical Perspectives of Peace Education • Peace in the Socio- cultural context in India | |
| Unit III | Approaches to Peace Education | 13 |
| | <ul style="list-style-type: none"> • Learning experiences in Peace through Imitation, Incultation and Internalization. • Approaches promoting Peace among Individuals • Role of Peace Education | |
| Unit IV | Scope of Peace Education | 13 |
| | <ul style="list-style-type: none"> • Core Values of Peace • National integration and Peace • International Understanding and Peace | |
| Unit V | Models for Peace Education | 12 |
| | <ul style="list-style-type: none"> • Rationale Building Model • Self-Confrontation Model • Just Community Intervention Model | |
| Unit VI | Promoting Peace | 12 |
| | <ul style="list-style-type: none"> • Characteristics of Peace Loving Persons • Persons Propagating Peace –Nelson Mandela & Mother Teresa • Role of Agencies like UNESCO, UNICEF etc. • Role of Educational Institutions | |
| Internal Assessment | Term Paper/Seminar presentation | |

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| Suggested Readings | <ul style="list-style-type: none"> • Danesh, H.B., Towards an Integrative Theory of Peace Education, Journal of Peace Education, vol.3, no.1, 2006, pp.55-78. • Gupta, N.L (2000). Human Values in Education. New Delhi: Concept Publishing Company. • Howlett, Charles F. & John Dewey (2008). Encyclopedia of Peace Education. Teachers College, Columbia University. • Mondal, B.C, Biswas, S.K & Saha, B (eds)(2013): Peace , Education-Present And Future. Purulia, STT College Publication. • Saraswati, S. A. (2001). Cultivating virtues and cultivating minds. Ahmedabad: Ahmedabad Management Association. • Pant, D. & Gulati, S. (2010). Ways to Peace. New Delhi: National Council of Educational Research and Training. • Patteti, A.P. & Thamaraasseri, I. (2015) Education and Human Value. New Delhi: APH Publishing Corporation. • UNESCO. (1996). Learning the treasure within. Paris: UNESCO publishing. • Wardak, S. (2014) Peace Education- a Resource Book for Teacher Education Students. | |
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| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|---|-----------|---------------------|------------|----------|-------------------------|
| EDUPGDET04 | (a) Policy and Planning in Education | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1 Describe the concept, nature, need & determinants of Educational Policy.</p> <p>CLO-2 Critically analyze the recommendations of various policies on Education in India.</p> <p>CLO-3 Describe the concept of Educational Planning and its types.</p> <p>CLO-4 Explain the process of policy formulation and interpret its importance.</p> <p>CLO-5 Compare among the different approaches to educational planning.</p> <p>CLO-6 Elucidate the roles of different agencies in Policy Formulation</p> | | | | | |
| Unit I | Concept of Educational Policy | | | | | 12 |

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| | <ul style="list-style-type: none"> • Concept, Nature & Need of Policy • Educational Policy – Concept, Nature, Importance & Determinant • Criteria of good Educational Policy • Linkage between Educational Policy and National Development | |
| Unit II | The Policy Making in India | 13 |
| | <ul style="list-style-type: none"> • A brief history of education policy making in India (Pre-Independence & Post-Independence) • Education related legislations (Acts of the Parliament) • Stakeholders in the policy arena at national level • Policy implementation and practices | |
| Unit III | National Policies on Education | 13 |
| | <p>Major Recommendations of:</p> <ul style="list-style-type: none"> • National Policy on Education - 1968 • National Policy on Education - 1986 • Programme of Action – 1992 • National Education Policy – 2020 | |
| Unit IV | Policy Formulation | 14 |
| | <ul style="list-style-type: none"> • Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles • Policy Formulating Agencies: MOE, UGC, NUEPA, NCTE, NCERT | |
| Unit V | Educational Planning | 18 |
| | <ul style="list-style-type: none"> • Educational Planning – Concept, Need & Scope • Types of Planning – Micro, Macro, Long-term, Gross-root and Institutional • Different Approaches To Educational Planning: – Manpower Planning, Cost Benefit Analysis, Social Demand Approach, Social Justice Approach, Intra Educational Extrapolation Approach • Five Years Plans, NITI Ayog | |
| Unit VI | Methods of Educational Planning | 10 |
| | <ul style="list-style-type: none"> • Different steps of Planning • Population and Enrolment Projection | |

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| | <ul style="list-style-type: none"> • Finance | |
| Internal Assessment | Term Paper/Seminar presentation | |
| Suggested Readings | <ul style="list-style-type: none"> • Aggarwal, J.C(1995). Educational Planning, Budgeting and Financing. New Delhi: Agra Book Depo. • Ahuja, A.K (2000). Educational Management, Planning and Finance. Jaipur: Rawat Publications. • Bell, L. and Stevenson, H. (2006); What is Education Policy in Education Policy: Process, Themes and Impacts; Routledge Publishing: New York; pp:7-24. • Desai, A.R(2005). Management and Educational Policy. New Delhi: NCERT • Mathur, K. & Bjorkman, J.W. (2009). The architecture of policymaking in India; in Policy Making in India: Who Speaks, Who Listens. New Delhi: Har-Anand Publications. • MHRD (1986). Towards a Human and Enlightened Society – Review of NPE, New Delhi. • National Policy on Education 1968 • National Policy on Education 1986 • National Policy on Education 1992 • Premila, C.S. (1997). Educational Planning and Management. New Delhi: Sterling Publishers Pvt. Ltd. • Ray, B. K., & Satpathy, K. C. (2013). Evolution of National Policy on Education in India. In K. C. Satpathy & N. B. Biswas (Eds.), Vistas of Education (First, pp. 154–169). Silchar, Assam: N E Book and Publishers. • R. VaidyanathaAyyar (2017). History of Education Policy Making in India (1947-2016). New Delhi: Oxford University Press. • Sutton, R (1999); The Policy Process: An Overview; Working Paper 118, Overseas Development Institute: London. | |

| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|-----------|---------------------|------------|----------|-------------------------|
| EDUPGDET04 | (b) Comparative Education | 40 | 10 | 50 | 4 | 80 |
| Course learning Outcomes | After completing the course, the students will be able to | | | | | |
| | CLO-1 Explain the Concepts, Meaning, Objectives, and Scope of | | | | | |

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| | <p>Comparative Education.</p> <p>CLO-2 Illustrate the approaches to study Comparative Education.</p> <p>CLO-3 Compare the different systems of education of various nations.</p> <p>CLO-4 Examine the modern trends in world education in terms of policy and practices.</p> <p>CLO-5 Identify the problem areas in Education in developing countries</p> | |
| Unit I | Introduction to Comparative Education | 13 |
| | <ul style="list-style-type: none"> • Concept and Scope of Comparative Education • Genesis and Development of Comparative Education • Factors influencing Comparative Education • Determinants of National Education System | |
| Unit II | Perspectives in Comparative Education | 13 |
| | <ul style="list-style-type: none"> • Comparative education as an academic discipline • Comparative education as an applied discipline of education • Perspectives in Comparative Education • WCCES (World Council of Comparative Education Societies) | |
| Unit III | Approaches and Issues in Comparative Education | 15 |
| | <ul style="list-style-type: none"> • Juxtaposition, Area study, Case study and Historical Approaches • Delors Commission Report 1996 • Role of UNO & UNESCO • Problems of Education in Third World Countries | |
| Unit IV | School Education across Nations | 13 |
| | <ul style="list-style-type: none"> • School Education in: India, Sri Lanka, U.S.A., U.K., and Finland | |
| Unit V | Higher Education across Nations | 13 |
| | <ul style="list-style-type: none"> • Higher Education in: India, Sri Lanka, U.S.A., U.K., and France | |
| Unit VI | Teacher Education across Nations | 13 |
| | <ul style="list-style-type: none"> • Teacher Education in: India, U.S.A., U.K., Australia and Finland | |
| Internal Assessment | Term Paper/Seminar presentation | |

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| Suggested Readings | <ul style="list-style-type: none"> • Bexday, G.Z.L.(1964) Comparative Methods in Education. ND Oxford and IBH Publishing Co. • Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace & Company. • Hans, N. (1961). Comparative Education. London Routledge and Kegan Paul. • James, H. R. & Mathew, A. (1988). Development of Education System in India. New Delhi: D.K. Publication. • Kandel, I. L. (1963). Studies in comparative education. New York: George Harrup. • Postlethwaite & Neville, T. (1988). the encyclopedia of comparative education and national systems of education. New York: Pergamon Press. • Sharma, Y. K. (2008). Comparative education. New Delhi: Kanishka Publishers. • Sodhi T. S. (1988). A text book of comparative education. New Delhi: Association of Indian Universities. • William, M. A. (1966). Planning curriculum for schools. New York: Holt, Rinehart and Winston. | |
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| Course Code | Course Title | Theory | Internal Assessment | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|--------|---------------------|------------|--------|-------------------------|
| EDUPGGEC02 | Fundamentals of Teaching and Research <i>(For students of Other Departments)</i> | 40 | 10 | 50 | 4 | 80 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1 Explain the concept of teaching. CLO-2 Recognize the various levels of teaching. CLO-3 Describe the factors affecting teaching. CLO-4 Interpret the learners on the basis of their characteristics CLO-5 Express the view on different methods of teaching. CLO-6 Identify appropriate evaluation system. CLO-7 Comprehend the basic concepts, nature and types of research. CLO-8 Execute the concept of communication effectively in the real situations.</p> | | | | | |
| Unit I | Concept of Teaching | | | | | 16 |

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| | <ul style="list-style-type: none"> • Teaching: Concept, Objectives • Levels of teaching (Memory, Understanding and Reflective), Characteristics and basic requirements • Factors affecting teaching related to: Teacher, Learner, Support material, Instructional facilities, Learning environment and Institution | |
| Unit II | Learner's characteristics and Teaching Support System | 10 |
| | <ul style="list-style-type: none"> • Characteristics of adolescent and adult learners (Academic, Social Emotional and Cognitive) • Individual differences • Teaching Support System: Traditional, Modern and ICT based | |
| Unit III | Methods of Teaching in Institutions of Higher Learning | 10 |
| | <ul style="list-style-type: none"> • Teacher centered vs. Learner centered methods • Off-line vs. On-line methods • Swayam, Swayamprabha, MOOCs etc. | |
| Unit IV | Evaluation Systems | 12 |
| | <ul style="list-style-type: none"> • Elements and Types of evaluation • Evaluation in Choice Based Credit System in Higher education • Computer based testing • Innovations in evaluation systems | |
| Unit V | Understanding Research | 20 |
| | <ul style="list-style-type: none"> • Research: Meaning, Types, and Characteristics • Positivism and Post-positivistic approach to research • Methods of Research: Experimental, Descriptive, Historical, Qualitative and Quantitative methods • Steps of Research • Thesis and Article writing: Format and styles of referencing • Application of ICT in research • Research ethics | |
| Unit VI | Communication | 12 |
| | <ul style="list-style-type: none"> • Meaning, types and characteristics of communication • Effective communication: Verbal and Non-verbal, Inter-Cultural and group communications, Classroom communication | |

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| | <ul style="list-style-type: none"> • Barriers to effective communication • Mass-Media and Society | |
| Internal Assessment | Term Paper/Seminar presentation | |
| Suggested Readings | <ul style="list-style-type: none"> • Mangal, S. K. (2002). Essentials of teaching learning and information technology. Ludhiyana: TandonPublishers. • Mohanty. (1992). Educational technology. New Delhi: Deep andDeepPublications. • Vygotsky,L.(1997).Interactionbetweenlearninganddevelopment. InM.Gauvain& M. Cole, (Eds). <i>Readings on the development of children</i>. New York: W. H. Freeman & Co. • Kumar, K. (2004). What is worth teaching? 3rded. Orient Black Swan. 6.Holt, J. (19964). How children fail? Rev. ed. Penguin. • Hall, C & Hall, E. (2003). Human relations in education.Routledge. • Joyce, M. & Others. (1992). Models of teaching. New York: Holt Rinehart and Winston. • Panda, M. &Uddin, M.J. (2016), Learning and Teaching, Aaheli Publishers, Kolkata. • Aggrawal, Y P. (1998). Statistical Methods. New Delhi: Sterling publishers Pvt.Ltd.Allyn& Bacon. • Ary, D. & Jacobs, L. (2002). Introduction to research in education. Belmont-USA: Wadsworth Thomason Learning. • Best J.W. & Kahn, J.V. (2008). Research in Education. New Delhi: Pearson Education. • Borg, W.R. & Gall, M.D. (1989). Educational research: An introduction. New York: Longman • Bryman, A and Duncan C. (1990). Qualitative Data Analysis for Social Scientists. • Buch. (2006). Surveys of Education Nos. 1,2,3, & 4, New Delhi: NCERT. • Campbell, DT. (1966). Experimental and Quasi-Experimental Designs for Research. Chicago: McNally. Crofts, • Campbell, W.G. &Ballou, S.V. (1974). Form and style: Theses, reports, term papers. Boston :Houghton Mifflin. • Creswell, J.W. (2007). Qualitative inquiry and research design: choosing among five approaches. London: Sage Publications. • Creswell, J.W. (2014). Educational research. Delhi: PHI learning private limited. | |

| Course Code | Course Title | Report | Presentation & Viva-voce | Full Marks | Credit | Teaching Learning Hours |
|---------------------------------|--|--------|--------------------------|------------|--------|-------------------------|
| EDUPGPRJ01 | Project/Dissertation | 25 | 25 | 50 | 4 | 160 |
| Course Learning Outcomes | <p>After completing the course, the students will be able to</p> <p>CLO-1: Develop the ability to conduct research. CLO-2: Review and write related literature. CLO-3: Select a research problem. CLO-4: Create ideas, make hypotheses, test hypotheses, collect data, analyze data, interpret data and make generalizations. CLO-5: Develop the skill to develop tools for data collection. CLO-6: Develop the art of writing report. CLO-7: Understand the process of presentation and defense of Project/Dissertation.</p> | | | | | |
| | <p>Procedure and Evaluation of Project/Dissertation:</p> <p>Students' will be allotted to the respective supervisors at the beginning of 3rd semester. Each student will select a research problem on consultation with his/her respective supervisor. Then they will start their work and the final report will be submitted before completing 4th semester. Students will submit 2 hard copies of his/her Dissertation/ Project Work in the Department. Evaluation will be done Jointly by the Internal (Supervisor) and External Examiner, on the basis of report submitted, presentation and viva-voce. The HoD will act as coordinator at the board of the presentation and viva-voce.</p> | | | | | |